DOCUMENT RESUME

ED 371 325 CS 011 754

AUTHOR Newman, Anabel; And Others
TITLE CONSULT-I Reading. Ohio Project. Final Report.
INSTITUTION Indiana Univ., Bloomington. Reading Practicum Center.
SPONS AGENCY Ohio State General Assembly, Columbus.
PUB DATE 31 Jul 92
NOTE 112p.; A few pages in the appendixes may not reproduce legibly. For related reports, see CS 011 755-758.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Computer Assisted Instruction; Elementary Education; *Individualized Instruction; *Instructional Effectiveness; *Reading Achievement; *Reading Diagnosis; Reading Difficulties; *Reading Improvement; Reading Programs; Reading Research; Remedial Reading; Urban Education
IDENTIFIERS *CONSULT I Computer Program; *Ohio

ABSTRACT

A study examined the effectiveness of the 1991-1992 implementation of the CONSULT-I(R) program (which uses artificial intelligence with statistical pattern recognition in constructing a diagnosis and recommending treatment of reading difficulties) at five cities in Ohio (Akron, Cincinnati, Cleveland, Columbus, and Toledo). A total of 30 teachers at 6 elementary schools participated. Each teacher chose five learners from her classroom, learners having difficulty with reading but not already served by other programs. Participants were trained in collecting data for a learner profile, implementing the strategies recommended by the CONSULT-I program, and assessing the students at the end of the semester. Results indicated that: (1) the program appeared to work best with teachers who were flexible, open, and willing to vary instruction to meet the needs of individual children; (2) the qualities of openness, flexibility, and eagerness to try new ideas were not necessarily a function of teaching experience; (3) application of the CONSULT-I recommended reading strategies was generally beneficial and appropriate in teaching inner-city children in Ohio; and (4) ethnic background and family structure did not significantly affect a learner's success in the reading program. (Contains 12 references and seven tables of data. The 22 appendixes present the taxonomy of learner characteristics, inservice agendas, an anecdotal record form, questionnaires, worksheets, standardized test scores, and sample lesson plans.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 371 325

CONSULT-I (R) READING

OHIO PROJECT

FINAL REPORT

JULY 31, 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
✓ This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.
• Points of view or opinions stated in this
document do not necessarily represent official
OERI position or policy.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
A. Newman
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Anabel Newman
Elizabeth Metz
Indiana University
Reading Practicum Center
Bloomington, Indiana

Edward Patrick
Patrick Consult Inc.,
Cincinnati, Ohio

CS011754

 BEST COPY AVAILABLE

TABLE OF CONTENTS

Table of Tables	ii
Acknowledgements	iii
Preface	iv
Introduction	1
History	1
Ohio Project	5
Participants	5
Schools	5
Teachers	6
Learners	6
Methodology	6
Teacher training	6
Procedures	9
Data Analysis	10
Findings	11
Program	12
Learner	16
Data Analysis	22
Discussion	24
Program	24
Learner	26
Data Analysis	29
Conclusions and Recommendations	29
Program	30
Learners	32
References	33
Appendices	35

TABLE OF TABLES

1. Criteria and Examples for Changes in Affect 16

2. Criteria and Examples for Changes in Attitude 17

3. Criteria for Success 18

4. Affect, Attitude, Success 18

5. Average Pre and Post Test Scores Overall and By School 20

6. Average Pre and Post Test Scores By Grade Level 20

7. Some Predictors of Success (High/Medium) 23

Acknowledgements

We gratefully acknowledge the early assistance of Dr. James Fattu, Ph.D., M.D. in the applications of The Outcome Advisor (R) and CONSULT-I (R) to reading education. We also remember with gratitude Dr. Nicholas Fattu, who expressed the vision in our 1983 sessions of the application of prior knowledge to the needs of education through an expert system which, a decade later, now stands ready for use on a broader scale.

We also extend our appreciation for the faith of Representative William Mallory who recognized in the CONSULT research the application of the scientific method to the crying needs of education for individualized instruction. And to the Ohio Legislative Oversight Committee for its vision of the possibilities inherent in this revolutionary approach.

For the support of the staff of the Ohio Urban Demonstration Project, and most especially its Director, Mr. Loyd Stuller, we extend our thanks.

We also gratefully acknowledge the assistance of the Ohio Urban Demonstration Project personnel:

Barbara Mathews, Akron City Schools
Zulfi Ahmad, Cincinnati City Schools
James Chura, Cleveland City Schools
Raymond C. Gugel, Columbus City Schools
Craig E. Cotner, Toledo City Schools

For the twenty-four teachers who made our trips to Ohio a joy and who individualized instruction using CONSULT-I (R) recommendations, we express many thanks and the hope that we shall meet again.

We thank Larry McFeeters for early assistance in arranging the meeting which brought the principle players together and for his gathering of information on the demographics of the state of Ohio.

And finally, to staff members of the Indiana University Reading Practicum Center -- Gail Congdon, Elizabeth Heilman, and Bernadette Lehman -- and to the many other Indiana University staff who worked with us on proposal writing, contracts, and negotiations we extend sincere appreciation.

Anabel P. Newman
Elizabeth Metz
Edward Patrick

PREFACE

The proof for me ... was in the recommendations I received for Julius after the program was over.* I have anquished over this child most of the year trying to reach him and love him and by March was finally able to begin making significant progress with him. We're on a roll now and we're making up for a lost 6 months in a short time.

I believe the year would have been different if I'd had the specific strategies and the technology to "focus" my attention (sooner).

A first grade teacher
Cincinnati

*Note: the teacher received recommendations after the program was over to validate her instructional decisions during the semester.

Introduction

One of the unsolved problems in the field of reading is the inconsistency of diagnostic predictions and treatment prescriptions among reading teachers and specialists. In a series of studies conducted by Vinsonhaler, Weinshank, Wagner and Polin (1983), it was found that

> Mean diagnostic agreement between two clinicians remained close to 0.10 across the six studies. Mean diagnostic agreement for a single clinician diagnosing the same case twice remained close to 0.20 across the six studies. In a study of remediation, the results for individual remedial agreement were similar to those for diagnosis. Further, remediations appeared to be uncorrelated with diagnosis (p. 134).

Advanced technology now offers the possibility of a solution to this problem as seen in the following report of a project conducted in five cities in the State of Ohio by Indiana University's Reading Practicum Center.

History

A unique opportunity was offered to the Language Education Department of the School of Education, Indiana University in 1983 through the friendship of Drs. Nicholas Fattu and Leo Fay. Outcome Advisor (R) and CONSULT-I (R), computer programs designed by Edward Patrick, M.D., Ph.D. and James Fattu, M.D., Ph.D. (son of Nicholas Fattu) for use in medical diagnosis and prescription, were made available to the Language Education Department for development in the field of education. Anabel Newman, Ed.D., Director of the Reading Practicum Center, was asked to guide the development.

Outcome Advisor (R) and CONSULT-I (R) have not only been successful in the field of medicine for diagnosis and prescription, but also in the fields of agriculture, geology and business. OA is an expert learning system which performs Individualized Outcome Analysis (TM). Both programs are expert systems requiring expert judgment on the part of the user. The data base is entered in Outcome Advisor (R), probability densities are constructed from the data base within the program, and this information is used to train CONSULT-I (R) for making recommendations. Both programs use artificial intelligence with statistical pattern recognition in constructing outcomes (see Artificial Intelligence with Statistical Pattern Recognition, Patrick & Fattu, 1986).

To determine the potential of the programs in education, a pilot study was conducted to examine the ability of Outcome Advisor (R) to predict success compared to experts in the field of reading. Standardized test scores of low readiness first graders were used to predict success at the sixth grade level (data came from longitudinal studies previously conducted by Newman, 1978, 1980, 1985). Outcome Advisor (R) predicted success slightly better than the experts (62% to 59%). This result seemed to justify further exploration.

One of the intriguing aspects of The Outcome Advisor (R) (The OA) and CONSULT-I (R) is their ability to take into consideration a wide range of characteristics. This matched the philosophy of the Reading Practicum Center (RPC) personnel who feel that the whole learner (cultural, physiological, psychological, and educational characteristics) must be taken into consideration before decisions for instructional strategies can be made. A second promising aspect was that the program, although requiring a criterion measure, did not require standardized scores to judge success. This reflected the RPC philosophy of not using standardized tests to measure progress. Rather, success is measured through changes in affect and attitude, and movement toward attainment of goals. These criteria are used because after years of observation by RPC personnel, it was observed that these changes came before changes in standardized test scores and are often more significant indicators of the emotional and intellectual growth of these individuals than are standardized scores. Descriptions of learner changes in affect, attitude, and success were taken from actual case studies and categorized into high, medium and low. These were then used as criteria for determining the amount of change in any individual learner.

The next step in the process was to develop a taxonomy of learner characteristics drawn from the research literature plus personal experience which might discriminate between those learners who would be highly successful in a reading program similar to that of the RPC and those who would not. The original taxonomy -- a list of 94 features each with 4 to 9 values -- was developed over a period of several months through a careful process of categorization using logical inference to determine features and values. Included were conventional characteristics such as socioeconomic status, placement among siblings, age, and being read to before starting school, as well as items such as cultural motivation (working, playing with parents), model (individuals, close to learner, observed exemplifying good reading behavior), interests, and positive pressure -- variables positively correlated with reading success as identified in Newman's longitudinal studies.

To create the data base, past case studies (from 1975 to 1985) on file at the RPC were read and learner profiles coded

according to the taxonomy. Case studies from 1985 to 1988 were added later. These data were entered into The OA and probability densities were run. As the data base grew, it became evident that some of the features were not discriminating between high and low success, so they were periodically eliminated until the present taxonomy of 23 features (Appendix A) was reached with a data base of 218 learners.

Before CONSULT-I (R) could be trained, however, it was necessary to match successful instructional strategies with individual learners in the data base. The same two readers again read the case studies to determine the one strategy which, in their judgment, had made the difference in each learner's success. Eight categories of strategies emerged: comprehension, functional language, gaming, interests, language experience, motivation, self-concept enhancement, and study skills. (While other strategies such as phonics were used, they never appeared to be the turning point in a learner's experience and thus did not appear as one of the final categories.) This "most successful" instructional strategy was then added to each learner profile, entered in The OA, and probability densities run. The information from the probability densities was then used to train CONSULT-I (R) which now could be used to recommend instructional strategies for given learners.

In subsequent studies students in Newman's reading methods classes (undergraduate), as well as Newman's and Metz's diagnosis classes and language practica (graduate) were asked to complete profiles on each of their learners (1986 - 1989). The profiles were entered into CONSULT-I (R) and the recommendations made by the program were returned to the students. In over 95% of the cases it was felt by the students that the recommendations made by CONSULT-I (R) were on target.

In addition to the studies within the university classes, CONSULT-I (R) was used as needed by the Indiana University's Institute for Child Study's Interdisciplinary Clinic in cases involving reading problems. Parents, calling the RPC for help with their children's reading problems, were also given the opportunity to receive recommendations from CONSULT-I (R). Again, the recommendations were judged by users to be appropriate.

At the same time as the above studies were being conducted, a booklet (Individualizing Language Strategies Using CONSULT-I (R), Newman & Metz, 1988) describing the various categories of instructional strategies was under development (Appendix B). The strategies contained in the booklet were drawn from cases contained in the database and are intended to suggest successful directions for instruction for learners with similar characteristics. Completed during the field study described below, the booklet is used as a base for an individualized

program built around the recommendations of CONSULT-I (R) and the learner's interests. Students, parents, and teachers have found the strategies booklet practical and easy to use.

Given the successful trial of the program in these studies it was decided to field test the program in a cross section of area schools. A grant administered through Indiana University's School of Education's Maris and Mary Proffitt Fund was applied for and received to conduct the study over the course of a year.

Participants in this field study came from ten southern and central Indiana school districts, both public and parochial, and one Massachusetts school district. They included one high school dean in charge of the school tutoring program, five teachers working with middle school learners, and twenty-one elementary school personnel. Both rural and urban areas were represented, and a total of 70 learners completed the program.

At the end of the Proffitt study, questionnaires were sent to the teachers for evaluation of both program and learners. According to the teachers, the strategy booklet with its easy to use, practical ideas was the best part of the program. Other items mentioned included being forced to focus on the individual learner, the recommendations, the support for the classroom teacher, the variety and flexibility, and individualized approach. As one teacher characterized her experience, the best part of the program was

> making me look closely at these five students! We developed <u>more</u> of a relationship from filling out forms 'together.' I solicited answers from parents on some questions - involving them, too! I'll definitely use (an) interest inventory in the future. My students succeeded because of improved self-concept which I could encourage from the support of your program. I am noticing reading grew the most! I wonder if writing will come as they enjoy reading to a greater extent?

The learner evaluations concerned with changes in affect showed that:

* 79% now choose to read more
* 73% now enjoy reading more
* 48% now enjoy writing more
* 41% now choose to write more.

Changes in attitude according to the evaluations were as follows:

* 57% have a better attitude toward learning now
* 53% have a better self image.

High success as evidenced by significant progress in the

classroom was demonstrated by 31% of the learners. Fifty-eight percent of the learners showed medium success while 11% made little or no progress.

Ohio Project

In January of 1991 CONSULT-I (R) Reading was presented at a luncheon in Cincinnati to several interested parties including William Mallory, Majority Leader in the State House of Representatives from the district which includes Cincinnati. He later introduced the program to the Legislative Education Oversight Committee and arranged for a presentation in late February.

During the presentation to the Oversight Committee, it was suggested that the program be introduced in five districts in the State of Ohio. It was also requested by the committee that two features -- family structure and ethnic background (Appendix C) -- be added to the taxonomy. This was agreed to by the RPC personnel.

In July of 1991 the State of Ohio funded the Reading Practicum Center (RPC) at Indiana University in the amount of $150,000 to implement the CONSULT-I Reading program in five cities within the state: Akron, Cincinnati, Cleveland, Columbus, and Toledo. (See Appendix D for city/school demographics and school philosophy statements.) Each city school district received 1/5 of the total amount and subsequently contracted with Indiana University. Dr. Newman, Project Director, traveled to four of the five Ohio sites in August 1991 to meet the Urban Development Project (UDP) Directors and to arrange the September meeting with State UDP Director, Loyd Stuller. She had already met with the Toledo school personnel earlier in the summer. Each district chose one school (two schools in Akron) to participate in the program. Five teachers from each school volunteered to take part in the project (the school district compensated them through the grant for their time).

Participants

Schools. The participating schools were:

Akron - Crouse Elementary
- Rankin Elementary
Cincinnati - Millvale Primary
Cleveland - Clark Elementary
Columbus - Highland Elementary
Toledo - East Side Central Elementary.

Five of the six schools contain kindergarten through sixth; the sixth school contains preschool through third grade.

Minority enrollment in the schools varies from 25.9% to 98.65% with an average of 70.4%. Total enrollment is from 436 to 539 with an average of 482.

Teachers. In Akron all of the teachers (two from Crouse and three from Rankin) taught second grade. Four of the Cincinnati teachers taught first grade while the fifth teacher taught third grade. Cleveland teachers taught fourth and fifth grade (one fifth grade and one fourth/fifth split). Columbus teachers covered first through fifth grade while Toledo teachers taught the primary grades (two first grades, one second, and two third grades). One of the third grade teachers in Toledo was unable to complete the program due to other demands in her classroom.

The teachers have an average of 13 years teaching experience with a range of 0 to 32 years experience. Most of the teachers have Bachelor's degrees in elementary education with majors in other areas including home economics, English, industrial relations, mathematics, art, dance, and early childhood education. Four of the teachers reported Master's degrees.

Learners. Each teacher chose five learners from her classroom to participate in the project. As much as possible these learners were to be children not served by other programs who were having difficulty with reading. Of the 134 learners (some of the original 125 have moved and been replaced by others), 40 were in first grade, 37 in second grade, 21 in third grade, 25 in fourth grade, and 11 in fifth grade.

Sixty percent of the learners were Afro-Americans, 32% were Caucasians, and 8% other (Hispanic, Asian, etc.) Fifty-one percent of the learners lived with single parents, 35% lived in two parent families, and 14% lived with other relatives or friends.

Before school enrollment 45% of the learners were read to regularly while 42% were not. There was no evidence available for the other 13%.

Methodology

The following section describes the methodology of the project as carried out through the 1991 - 1992 school year.

Teacher training. Throughout the development of the CONSULT-I (R) Reading program teacher training was recognized as a significant element. As one principal remarked after attending the January inservice, "There is a lot more teacher training in this than I thought." A workshop, on-site visits, inservices, and newsletters were used throughout the year to train the teachers in the use of CONSULT-I (R) Reading and its

recommendations. Both the project director and the research associate were involved in the training presentations and the responses to teacher questions and concerns. (See Appendix E for workshop and inservices agendas.)

All of the teachers were present at the initial workshop in Columbus, September 20, 1991. At this meeting the teachers were provided with a notebook which included the project timeline (Appendix F); CONSULT-I (R) Reading taxonomy (Appendices A and C); profile sheets (Appendix G); anecdotal record forms, revised in January 1992 (Appendix H); affect, attitude, success matrix (Appendix I); and a written statement concerning evaluation (Appendix J). The notebook also contained the strategy booklet, Individualizing Language Strategies Using CONSULT-I (R) (Newman & Metz, 1988). (See Appendix B.)

During the **September 20 workshop** the teachers were instructed in completion of the learner profiles which would be processed through CONSULT-I (R) Reading at the RPC and returned with recommendations for appropriate strategies. Suggestions were made for keeping anecdotal records for each learner which were to include activities carried out by the teacher and learner, and results of the activities. The affect, attitude, success matrix was discussed and the teachers were instructed to make entries at the beginning, middle, and end of the project for each learner. Edward Patrick, M.D., Ph.D., co-designer of the CONSULT-I (R) computer program, demonstrated the Reading subsystem.

The first edition of the CONSULT-I (R) Reading Ohio Project Newsletter was mailed on September 25. Later editions were sent in months when no inservices were held. (See Appendix K for all editions.)

During **November site visits and inservices** were held at each school: Cleveland, November 1; Akron, November 5; Toledo, November 12; Columbus, November 19; and Cincinnati, November 26. Each classroom participating in the project was observed during the morning for 15 to 30 minutes, depending on class schedules, by the Project Director, Dr. Anabel Newman, and the RPC Research Associate, Elizabeth Metz.

The teachers met with the RPC personnel during the afternoon for an inservice of approximately one and a half hours in length. During this time teacher questions were answered; anecdotal records were discussed; a worksheet was used to help teachers categorize items for the affect, attitude, success matrix (Appendix L); and possible evaluation questions were talked about. Teachers were also given a color coded chart showing the recommendations for their learners (see Appendix M for sample). Unit Development Projects from the RPC were discussed in relation to actual recommendations for specific learners or groups of

learners. These projects included language experience books, written and illustrated by a learner; a school picture book which included pictures of all school personnel with a brief interview which had been conducted and written by the learners; and some science projects which had been written and illustrated by learners to be shared with classmates. It was shown how one type of project could fulfill several different focus recommendations.

In **December** it was discovered that while the teachers were using the suggestions from the strategies booklet, they were not always choosing activities that were related to the recommendations for the individual learner. To help teachers keep the recommendations in mind a new anecdotal record form was designed (Appendix H). This was given to teachers during the January inservices. (For sample completed anecdotal records, see Appendix N.)

During **January** the schools in Akron (January 9), Cleveland (January 10), Columbus (January 24), and Cincinnati (January 31) were visited. Due to a snow storm the Toledo visit was postponed until February 14. Again in Akron and Cleveland the classrooms were observed in the morning and the teacher inservice was held in the afternoon. In Columbus the teacher inservice was held in the morning and there was no classroom observation due to a "snow day." The Toledo visit also only included a morning inservice as the teachers needed to be in their classroom for Valentines Day parties in the afternoon.

The inservice provided time for teacher questions, anecdotal record highlights (Appendix O) were discussed, the revised anecdotal record form was introduced, the use of art and music in reading was presented (Appendix P), and a curriculum built around chocolate which cut across the content areas (Appendix Q) was shared. Teachers were reminded that the second entry on the affect, attitude, success matrix should be made during January and a copy of the matrix sent to the RPC. It was also suggested to teachers that if they had questions before the next inservice in April, they could drop us a postcard and we would call them.

The last set of site visits and inservices began on **March** 27 in Columbus. The Akron meeting was on April 2, Cleveland on April 3, Toledo on April 10, and Cincinnati on April 24. In Columbus and Akron the classrooms were visited in the morning and the inservices were held in the afternoon. The Cleveland inservice was held in the morning. There were no classroom visits as standardized tests were being administered. Due to the prediction of severe weather, the Toledo inservice was held in the morning and classrooms were not observed.

The inservice included a time for teachers to share highlights and learner products which were a result of the CONSULT- I (R) Reading project (see Appendix R for samples). The

remainder of the inservice addressed year-end program and learner assessment. Each teacher was given a three page questionnaire relating to the CONSULT-I (R) Reading program (Appendix S). Pages one and two were to be completed anonymously. The third page contained the goals which the individual teacher had set at the September workshop.

Learner assessment included the completed Affect, Attitude, Success Matrix; the anecdotal records from January through April (earlier records were collected at the end of December); and a questionnaire (Appendix T) which asked teachers to designate the most successful strategy used with the individual learner and the difference, if any, the program had made. A form for reporting standardized test scores was also given to the teachers to complete as soon as learner scores were available (Appendix U).

Since the inservice in Cincinnati was held so late in the month, the program and learner assessment forms were mailed to the teachers on April 15th in order to give them time to complete them by the May due dates. They were instructed to bring questions to the inservice on April 24.

Procedures. Five learners were chosen from each room by the teacher with a total of 125 learner participants. (Learners who moved were replaced by January 31.) The necessary data to complete the profile sheets were collected by the teachers and returned to the RPC by the middle of October. The data were processed by RPC personnel and the CONSULT-I (R) Reading recommendations were returned to the teachers before the end of October. The teachers were instructed to begin carrying out the recommendations immediately, to record strategies and results on the anecdotal record forms, and to make the first entry on the affect, attitude, success matrices.

The amount of time spent on the strategies varied from teacher to teacher and week to week. Some of the teachers, specifically three in Toledo, carried out the strategies during an after school program. Most of the strategies were incorporated into the regular school curriculum.

In December all teachers were requested to send copies of their learner anecdotal records for analysis by the Reading Practicum Center staff. Entries which demonstrated an assortment of strategies and positive learner reactions were highlighted and later collected in a summary for each school (Appendix O).

During the January inservices, the teachers were instructed to complete the second (mid-year) entry on the Affect, Attitude, and Success Matrix for each learner and send copies of the matrices to the Reading Practicum Center the first week of February. Toledo teachers completed theirs after the February 14 inservice. (See Appendix V for samples.) At this time the

teachers were also requested to begin using the new anecdotal record form.

Program and learner assessment questionnaires were introduced during the March/April inservices and completed and returned to the RPC by May 1 (learner) and May 15 (program).

Data analysis. In the month of November Dr. Patrick and his staff entered and began to analyze the data received on the profile sheets. Using the Leave-One-Out test program in the CONSULT Learning System (R),[1] he looked at the Ohio data to see how well it sorted when taught by the current CONSULT-I (R) Reading database. The Leave-One-Out test (LOO test) is used to evaluate the performance of a trained Consult Learning System (CLS). For example, if there were 100 records in CLS, then you could "take out" any one of these records as a test case and leave the 99 records as training cases. The 99 records are used to teach CLS to decide the category of the test case. If CLS does not correctly classify the test case, an error is recorded. This process is repeated with each of the 100 original records with the total number of errors recorded. The number of errors divided by the number of records is called the experimental error.

The advantage of this approach is that it allows for the most number of training samples to be used without any one of them being the test sample. A low experimental error indicates that the clusters for the categories in the trained CLS are "well separated." If the clusters for one category do not overlap clusters from any other category (the categories are well separated), the experimental error would be zero.

For this project, the best reading strategy for each Ohio record was estimated by using decisions from CONSULT-I (R) trained with Indiana data. These strategies were then used as the categories for the Ohio records. A low experimental error suggests that Ohio records cluster well around Indiana categories and that sorting Ohio records according to Indiana strategies can be expected to be well structured and recurring. Since CONSULT-I (R) trained with Indiana data had never "seen" the Ohio records, it was "impartial" in deciding the category (strategy) for these records.

At the end of the project Dr. Patrick used the CLS classification mode with the classical option and the Statistical

---

[1] CONSULT Learning System differs from CONSULT-I (R) in that it can learn from new records. It forms clusters only when needed to make recommendations, unlike CONSULT-I (R) which already has the clusters formed.

Pattern Recognition (SPR) option to assess data. The classical option uses the relative frequency definition of probability. This option is important when the condition event is defined in terms of a few features but its computations are not statistically significant for higher dimensional conditions unless sufficient training samples are available.

The SPR mode classifies using experimental performance. The SPR is considered to outperform neural nets; and one such method is the LOO test program discussed above.

In May as the teachers returned the program questionnaires, the responses for each question were tabulated and/or listed as appropriate and then analyzed. Common threads found in written responses were pulled out for further analysis.

The information from the learner questionnaires; affect, attitude, success matrices; and anecdotal records was analyzed as the information for each learner was completed.

Several types of data present on the learner questionnaires were analyzed: changes in report card grades, changes in reading level, the most effective strategy as denoted by the teacher, and whether the teacher felt the CONSULT-I (R) Reading project made a difference in the progress of the learner.

The affect, attitude success matrices were analyzed for changes in these areas from the first entry at the beginning of the year to the last or third entry at the end of the year. Changes were ranked as high, medium, or low.

The anecdotal records were analyzed to determine how well the recommendations made by CONSULT-I (R) Reading were carried out by the participating teachers.

Standardized test scores were obtained for the learners as available from the schools. These were compared to available test scores from the previous year.

Data needed to complete learner profiles for CONSULT-I (R) Reading (change in affect, change in attitude, success, most effective strategy, teacher, school, and grade level) were sent to Dr. Patrick for analysis by Consult Learning System.

Findings

To make a decision about a project such as the CONSULT-I (R) Reading Ohio Project, it is necessary to look at both process and product (Farr & Carey, p. 3) -- to look at how well the program functioned as well as what it produced, i.e., the success of the learners. Therefore, both program and learners were assessed. The following presents the findings of that assessment.

Program. The program assessment questionnaire which was completed by the teachers in May 1992 produced the following comments about the first workshop (September 20, 1991). Most of the teachers (83%) suggested that the workshop should be held in August rather than mid-September in order to give more time for planning. They also suggested that the goals of the program needed to be clearer and more time spent on the various forms (anecdotal records, matrices, and learner profiles). Some of them (2) also desired more time spent explaining the strategies. (Questions 1 & 2)

Comments received about changes in the taxonomy reflected a misunderstanding by several teachers of the processes of building the taxonomy and using it to obtain learner profiles. Suggestions included simplifying the taxonomy so the child could answer it. [Note: The taxonomy is not designed for use by the learner. CONSULT-I (R) is an expert system and therefore the taxonomy was designed to be answered by the teacher, a parent, or other knowledgeable adult.] One teacher did suggest that the child's last year's teacher could help complete the profile. Another felt that direct parent input would be helpful.

Another suggestion was to include more questions about families. [Note: Many such questions were included in earlier versions of the taxonomy, but later deleted because they did not prove significant in discriminating between high and low success learners.] There was also concern expressed about including more questions about non-traditional family structures [Note: Feature 25 is concerned with family structure. See Appendix C.]. One teacher did suggest that the child's last year's teacher could help complete the profile. Another felt that direct parent input would be helpful. Several teachers (9) thought the taxonomy was fine as it stood. (Question 3)

A large percentage (92%) of the teachers felt the project made them more aware of the learner's needs and interests. Two teachers noted they were aware of interests and needs early in the year. They commented that they were more focussed both in their teaching (96%) and on specific needs and interests. Two teachers stated that they had had to vary their approach to reading. (Questions 4 & 6)

Most of the teachers (71%) felt that the recommendations were appropriate for their learners. The other 29% felt they were somewhat appropriate. One teacher wrote, "After trying different techniques, I could tell that the recommendations were appropriate." Another stated, "I applied the recommended strategies and got positive results."

There was also some misunderstanding of the recommendations reflected in the comments by a few of the teachers. For example,

one teacher commented, "It provided the resources, curriculum necessary to strengthen learner needs, weaknesses." [Note: The recommendations are meant to give the teacher guidance in finding the most efficient and effective way to success for a learner. They do not necessarily describe or pinpoint learner weakness or need. For example, a learner may need better self esteem, but the recommendation may not necessarily be self-concept enhancement but might be any of the other seven possibilities.] (Question 5)

There was a great variation in the amount of time spent by the teachers on CONSULT-I (R) recommendations. The range of time per week was from 5 minutes per learner to 12 hours. Several teachers found it difficult to assess the amount of time as the recommendations were incorporated into the regular classroom program and used with the entire class. (Question 7)

Many different responses were elicited by the question. "What have you done differently....?" These included:

*children making individual books
*children interacting with each other more
*teacher focussing on self esteem issues
*teacher focussing on specific learners
*children making games
*children more involved in learning
*teacher listened more to answers of children
*children got library cards
*teacher implemented strategies sooner and more consistently
*teacher worked with small group

(Question 8)

A majority (58%) of the teachers found it easy to implement the recommendations. Some (39%) found it somewhat difficult. Time appeared to be the greatest concern. Some teachers asked if they might implement the recommended strategies with the entire class. (Question 9)

Responses by teachers on a Likert Scale of 1 to 5 (1 - agree, 5 - disagree), as reflected in Table XX, show that 66% of the teachers felt the CONSULT-I (R) recommendations are practical for classroom use. Twenty-one percent of the teachers seemed to be neutral while 13% disagreed somewhat. (Question 10)

Using the same scale, 71% of the teachers thought the support of the RPC staff was helpful and 62% found the site visits/inservices helpful. One fourth of the teachers appeared neutral about RPC staff support and 1 teacher disagreed somewhat. Approximately one fifth (21%) of the teachers seemed neutral about the site visits/inservices and 17% did not find them helpful. (Questions 11 & 12)

The majority of the teachers found the strategy booklet useful (80%), the explanations easy to understand (79%), and the examples easy to implement (75%). Twelve percent apparently did not think the strategy booklet was useful, eight percent seemed to find the explanations somewhat difficult, and four percent thought the examples were somewhat difficult to implement. (Questions 13, 14, & 15)

There was a wide range of responses to the statement "The best part of the CONSULT-I (R) Reading Project is ...." These included:

*individualized
*extra attention received by children
*the strategies
*seeing the success of the learner
*seeing my students' self-esteem grow
*meeting and sharing with colleagues
*exchanging ideas
*working closely with a small group
*being able to use more than one strategy.

(Question 16)

When questioned about the weakest part of the project. The teachers noted:

*time needed for strategies
*time involved in record keeping
*more time needed to understand process
*vocabulary (terminology)
*need to start earlier in year
*clarification needed on program goals
*taxonomy

(Question 17)

-- responses which will be useful in the next project implementation.

When asked what they had learned from their experience with the project, the teachers' answers fell for the most part into three categories: new techniques, focus, and awareness of individual learners. Within the new techniques category, teachers made comments such as:

*I got several different ideas for creative reading teaching
*I have learned many techniques
*It sharpened my tactics for teaching reading.

The focus category included comments on instruction such as:

*I learned to focus more on self-esteem issues

*To focus on certain areas
*How to better focus instruction.

Most of the teachers, responses came in the third category, awareness:

*More aware of looking at each student
*More conscious of individual reactions
*More awareness of what the children...needed.

Other statements outside of these categories included:

*How to involve reluctant pupils
*Practice with anecdotal records
*There are many things that influence a child's ability to read.

(Question 19)

The last section of the program assessment questionnaire asked teachers to respond to the individual goals they had set at the workshop on September 20. Most of the goals concerned learning new techniques while a few teachers were interested in raising the level of their learners in academics and confidence. Two teachers were looking for new materials while one teacher wanted to help her students "enjoy picking up a book to read for sheer pleasure." Representative responses to these goals include the following statements:

*Pupils chose books that interested them. Pupils voluntarily read more, made wiser choices when selecting books.
*They were more willing to try. They felt a part of the group for they were making contributions.
*I do more things in reading that are interesting to the children. In many cases my children understood more when they were interested in a topic.
*I have learned to vary my approach to reading. By mixing strategies it keeps my teaching fresh and the children like doing "different" things in reading. Also weak areas in a student can be strengthened by using multiple strategies.
*Teaching reading has definitely been harder as far as time is concerned. It takes more time to prepare but the results seem to show improvement when a child is motivated.
*First we have to break through the barriers of environment and family strife. CONSULT-I (R) Reading helped me do this. They directed me to such things as interest, games, language experience, functional language, motivation, and self-concept. Once you have broken the barriers, you can now slowly teach in a more efficient way.

*The learners came to know success and how to attain it. There is a joy in knowing and seeing the changes that you can bring to the lives of your students.
*I tried each day to have my students experience success.
*I have read daily - sometimes twice daily to my students. At first, even though they were interested, their attention span was extremely short. They will now sit listening for 20 minutes and want more. We practice SSR (silent sustained reading) and have had the same positive change.

Learner. Progress made by the learners in the CONSULT-I (R) Reading program is measured by changes in affect, attitude, and overall success, changes which the Reading Practicum Center instructors and students have observed usually precede major changes in the academic progress of troubled readers. Samples of the criteria used for rating these changes are shown in Tables 1 (affect), 2 (attitude), and 3 (success). The changes, categorized into three groups--high, medium, and low,--are now verified through The OA.

TABLE 1
Criteria and Examples for Changes in Affect

High*	Very positive feelings at end of program, many times demonstrated by complete reversal
	Ex: September - quiet, shy
	May - has come out of shell, enjoys participating
	Ex: September - strong willed, moody
	May - very happy, high self-esteem, more cooperative
	Ex: September - quiet, hesitant, fidgety
	May - confident in her abilities, loves to hear stories
Medium	More positive feelings at end of program, still room to grow
	Ex: September - little emotion
	May - more pride in work
	Ex: September - very quiet, not eager
	May - more relaxed, enjoys class
	Ex: September - immature, seeks approval
	May - eager to share, wavering self-esteem
Low	Feelings have changed little or not at all, usually negative
	Ex: September - unhappy, quarrelsome
	May - still down on self, immature
	Ex: September - bored, little interest
	May - becomes bored
	Ex: September - introverted
	May - shy, hesitant, makes up stories

*The learners who began and ended the program with high affect were rated high.

The examples in Tables 1 and 2 were extracted from statements made by the learner's teacher on the Affect, Attitude, Success Matrix at the beginning (September), middle (end of January), and end of the program (May). The teachers had been instructed in the use of the matrix at the workshop in September with further instruction given during the November inservices. The ratings of high, medium, and low affect and attitude changes were made in May by the RPC staff after receiving the final matrix entry from the teachers.

TABLE 2
Criteria and Examples for Changes in Attitude

High*	Very positive outlook at end of program, often demonstrated by complete reversal
	Ex: September - generally negative
	May - very positive, knows he can be successful
	Ex: September - never volunteers, "shrinks" in her seat
	May - positive, proud of herself and her work
	Ex: September - attempts to do work
	May - goal is to make the honor roll
Medium	More positive outlook at end of program, still room to grow
	Ex: September - not motivated, "do we have to?"
	May - motivated more, takes more of a part in activities
	Ex: September - avoids reading
	May - tries harder, fears failure less
	Ex: September - does not read on his own
	May - more positive reading attitude
Low	Attitude has changed little or not at all, usually negative
	Ex: September - goes with the flow
	May - "I don't care"
	Ex: September - generally negative unless interested
	May - mixed
	Ex: September - does not participate
	May - seems to have lost all interest in school

*The learners who began and ended the program with high attitude were rated high.

TABLE 3
Criteria for Success

High	The learner who has shown high success will have made significant progress in his/her academic achievement. For example, he/she will now be reading on a higher level than in September and/or have a higher grade in reading on the report card.
Medium	The learner will have made progress in the classroom but it will not necessarily be reflected in a higher reading level or grades. It will be based on teacher observation and may include positive changes in affect and attitude.
Low	The learner will have made little or no progress in the classroom.

Since the rating for success includes not only the entries on the Affect, Attitude, Success Matrix (Tables 1 and 2) but year long observation as well, it was deemed more appropriate to ask the teachers to rate overall success. They were given the criteria for success checksheets at the last inservice. The teachers were asked to rate their learners and enter the ranking on the learner assessment questionnaire which was returned to the RPC in May.

Changes in affect and attitude, and overall success in the Ohio project are shown in Table 4. Fifty percent of the learners showed a great or high change in affect and 35% a medium change making a total of 85% with a positive change. Little or no change (low) was shown by 15% of the learners. High changes in attitude were shown by 38% and medium changes by 46% for a total of 84% showing positive changes. Sixteen percent showed little or no change. Twenty-nine percent achieved high overall success, 55% medium, and 16% made little or no progress.

TABLE 4
Affect, Attitude, Success

	High	Medium	Low
Affect	55 (50%)	39 (35%)	17 (15%)
Attitude	42 (38%)	51 (46%)	18 (16%)
Success	32 (29%)	61 (55%)	18 (16%)

Further analysis by CLS showed that a positive change in both attitude and affect led to over 95% probability of high or medium success. If, on the other hand, there was little or no change in attitude and affect, then there was only about a 50% chance of high or medium success.

One question on the Learner Assessment Questionnaire which the teachers completed at the end of the project asked if the teachers felt the CONSULT-I (R) Reading program had made a difference to that learner. They were then asked to describe the difference. For 83 (75%) of the 111 learners in the program at the end of the year the teachers felt the program had made a difference. Representative comments made are as follows:

*He was excited about reading and I feel these activities motivated him
*She has more confidence, often volunteering to read aloud or answer questions
*He is able to find books of interest in the library with little guidance. His sense of curiosity has also expanded
*I believe that the extra attention made her feel "special" and helped motivate her
*Without the use of this program, this student's skill level would be lower than it is now.
*This learner is much more cooperative and more motivated in reading.

For the other 28 (25%) learners the teachers felt that the program had either made no difference or they were not sure if it had made a difference. Reasons for this included poor attendance, family problems, learning disabilities, or the teachers had always included these activities in their curriculum.

Standardized test scores were also analyzed for those learners whose pre and post scores were available. Although standardized test scores often become an accepted "final" measure of learner progress, it should be noted, as the results of standardized testing for the Ohio progect are reviewed, that the results of three different tests are presented across the five school districts: CAT, MAT, and CTBS. The data in some schools are incomplete due to family moves, absences, or to children entering late to replace children who dropped out.

The Normal Curve Equivalent Scale (NCE) was used to represent learner scores on the standardized tests. It is the scale used by Ohio districts and we were requested to use it by a district evaluator. Although the NCE (normal curve equivalent) scale is required for federally funded programs such as Chapter I and was thereby adopted for Ohio's Disadvantaged Pupil Program Fund, it is important to note that some researchers consider its

use dubious:

> (it) is an ill-conceived normalized scale used in the evaluation of certain federally funded programs. The NCE scale has mean of 50 and standard deviation of 21; the NCE usit is 1/98 of the distance between the 1st and 99th percentiles, expressed in z-score units. (Glass and Hopkins, 1984, p. 67, footnote c)

The following tables show the average pre and post test scores of the learners overall and by school (Table 5) and by grade level (Table 6).

TABLE 5
Average Pre and Post Test Scores Overall and By School

School	N	Vocabulary		Comprehension		Total Reading	
		Pre	Post	Pre	Post	Pre	Post
1	23	34.5	40.2	29.9	40.0	32.5	39.5
2	24	32.6	35.8	42.1	34.4	34.0	32.0
3	15	53.1	38.1	47.2	36.1	50.0	36.7
4	20	41.8	46.7	41.9	42.1	40.6	42.0
5	18	37.7	38.0	38.7	39.1	35.8	36.4
All	100	38.9	39.8	39.4	38.3	37.7	37.2

TABLE 6
Average Pre and Post Test Scores By Grade Level

Grade	N	Vocabulary		Comprehension		Total Reading	
		Pre	Post	Pre	Post	Pre	Post
1	30	32.3	36.8	39.5	34.9	31.8	32.4
2	31	36.0	39.9	33.5	39.7	34.5	37.8
3	15	40.2	42.7	38.7	42.9	38.5	42.1
4	16	52.0	37.4	48.4	40.2	50.2	38.5
5	8	46.0	49.5	45.5	33.1	45.5	41.4

Overall results of the standardized test scores do not show significant change in most categories. In some of the categories the average was skewed by a high pre test score for an individual (for example, 90) which on the post test fell to a considerably lower score (34). In many instances individual scores were found to swing greatly in both positive and negative directions. One must question the circumstances surrounding such changes and the reliability of these scores.

But the individualized outcome analysis facility of The OA or CLS can investigate these individual swings in relationship to the individual pupil. We found that CLS trained with Ohio records is able to predict for an individual pupil a positive or negative change in standardized test scores with an accuracy of 84%. Further examples of results from such individualized outcome analysis are as follows:

The probability of a positive change in standardized test score is:

8% higher if the pupil has strengths in comprehension 'AND' creativity.

17% higher if the pupil has strengths in comprehension 'AND' creativity 'AND' curiosity.

33% higher if the pupil has strengths in comprehension 'AND' creativity 'AND' curiosity 'AND' listening level 'AND' self-concept 'AND' attitude.

Thus individualized outcome analysis using The OA or CLS was able to look at the individual pupil and glean insight not possible from an analysis of average change in standardized test scores.

We need not take a position as to the merit of standardized test scores for the individual pupil. Rather, standardized test scores can be viewed as but one of many indicators of pupil performance. Individualized Outcome Analysis (TM) using CLS or The OA with their capacity to accommodate such multiple measures is thus much more powerful than any single criterion such as standardized test scores.

CLS can predict an individualized outcome of standardized test scores. CONSULT-I suggests the most likely-to-succeed individualized reading strategy for the pupil. This capacity to predict both outcomes on standardized test scores and most effective strategy thus become a double-barreled approach to individualizing student instruction. This similar ability of CONSULT-I and CLS for prediction is not a coincidence, but a reflection of the power of the new method to individualize reading help to the pupil.

A conclusion is that standardized test scores can remain as part of the criteria for evaluating pupil achievement but only as part of the individualized outcome analysis of CONSULT.

In addition, given the recent pronouncement by the National Education Association regarding standardized tests,

> The National Education Association voted Wednesday to oppose statewide or national standardized testing, reversing earlier support.
>
> The 8,500 delegates to a meeting of the nation's largest teachers' union overwhelmingly adopted a resolution against "standardized testing that is mandated by a state or a national authority" and the "use of these tests to compare one school or district to another."
>
> Instead, NEA officials said other forms of testing academic achievements of students should be used, such as requiring students to collect schoolwork in various subjects in portfolios... (Henry, Tamara, NEA votes..., AP Wire Service as quoted in Indiana Daily Student, 7/9/92, p.3.)

caution should be exercised.

A majority of the CONSULT Project children showed positive gains in affect and attitude. Such gains harbinger future progress in academic pursuits. To place undue emphasis on the standardized test scores at this time may result in a short sighted evaluation of the true outcomes. Our assessment suggests the need, rather, to continue the individualized instruction these children have received in order to assure their continued progress.

Data analysis. Preliminary results in November of the Leave-One-Out test showed the test record's category (strategy recommendation) agreeing with the impartial decision as follows:

*top category	84% (experimental error 16%)
*top two categories	94% (experimental error 6%)
*top three categories	99% (experimental error 1%).

These results demonstrated that the Ohio database clustered well when trained by the Indiana database. At the end of the project, the test was run again including those learners who were added to the program before the end of January. The categories clustered with an accuracy of 95%.

The data analysis carried out by Dr. Patrick at the end of the project included the use of The OA using affect and attitude

and revealed some important findings (see Table 7), especially in response to questions posed by legislators in January 1991 concerning ethnic background and family structure. Afro-American learners actually displayed a higher probability of success (.89) than Caucasians (.81) in the CONSULT-I (R) Reading program. Learners from both single parent households and traditional households have an equal probability of success (.88). The probability of success does fall off when the learner is living with other family members (.77) although the chance of success is still high.

It is interesting to note that the two cities in which the most resistant teachers participated had the lowest probabilities of success (Cleveland, .71, and Toledo, .78). The other three cities had extremely high rates of success (.91, Cincinnati and Columbus, and .92, Akron). Apparently, teacher affect and attitude does affect the outcome of the learners.

TABLE 7

Some Predictors of Success (High/Medium)

Feature	Value	Probability of Success
Grade level	1	.87
	2	.89
	3	.87
	4	.80
	5	.78
Ethnic background	Afro-American	.89
	Asian	1.00
	Caucasian	.81
	Hispanic	.75
Family structure	Single parent	.88
	Traditional	.88
	Living w/other family member	.77
City	Akron	.92
	Cincinnati	.91
	Cleveland	.71
	Columbus	.91
	Toledo	.78
Mother's education	Less than 8th	1.00
	9th through less than 12th	.90
	HS diploma or GED	.80
	Some college, vocational, etc	1.00
	College degree	1.00

Discussion

Program. The broad goal of CONSULT-I (R) Reading is to help teachers **focus** their instruction through the recommendations for individual learners so that the instruction is more **efficient** and **effective**, and that each learner has the greatest chance of **success**. This goal seems to have been met as evidenced by the findings presented in the previous section.

The majority of participating Ohio teachers seemed positive about the CONSULT-I (R) Reading Ohio Project. Not only did they feel that it made a difference to their learners, but they also reported that it made a difference in their total awareness of their learners and, for many of them, in their teaching.

Again and again teachers mentioned both at inservices and on the program assessment questionnaire that the recommendations did help them focus their instruction. The focus was on both specific strategies and specific learners. Many of them commented that this was a different approach than they had used previously.

That instruction guided by the CONSULT-I (R) Reading recommendations is more efficient and effective is well shown in the testimony given by one first grade teacher both in the preface to this report and here.

> The proof for me ... was in the recommendations I received for Julius after the program was over. [Note: the teacher received recommendations after the program was over to validate her instructional decisions during the semester.] I have anquished over this child most of the year trying to reach him and love him and by March was finally able to begin making significant progress with him. We're on a roll now and we're making up for a lost 6 months in a short time.
>
> I believe the year would have been different if I'd had the specific strategies and the technology to "focus" my attention (sooner).

The program does save the teacher time in finding the strategy which brings success to the learner most efficiently and effectively. This saving, if recognized in light of current proposals to lengthen the school year, suggests that making better use of the time we already have may be an effective and efficient first step in achieving quality education for all.

Not all teachers found the program easy to use at first. Time seemed a difficult taskmaster for many of them until they realized that many of the suggestions were as appropriate for

their whole class as for the CONSULT-I (R) children. They then found that incorporating the recommendations in their curriculum for their whole class made it possible. Two teachers did appear to have personality or teaching characteristics which made it difficult to implement the recommended strategies to carry out the program successfully. One, following a highly structured curriculum, seemed unwilling to make any changes. The other seemed overwhelmed by the situation and noted on the questionnaire,

> The program has potential but is not easily implemented when other factors are considered. These other factors are: wide variations in ability levels and the constant discipline wars that complicate practical implementation. Lack of parental support with low level kids is another problem.

This teacher was also extremely concerned with covering the prescribed curriculum.

Those teachers who found the program easy to implement appeared to be the ones who were willing to try many of the strategies or were open to suggestions and eager to make changes in their classroom. They seemed hungry for new ideas. One said at the last inservice, "We never have a chance to meet or discuss ideas for our teaching. I'd like to know what's going on 'out there.'"

As the year progressed some basic misunderstanding of the program surfaced (see Findings: Program). These included the misapprehension on the part of some teachers that it would be desirable to have the learner answer the taxonomy questions; the suggestion that more questions about the family should be included; and the perception that the recommendations were an identification of learner weakness (which they are not) rather than the pinpointing of a most-likely-to-succeed strategy, <u>because</u> such a strategy has been successful with learners in the CONSULT-I (R) Reading database having similar characteristics. Another misconception advanced in the assessments by two teachers was that the recommendations were related to learning styles or modalities.

These problems might be attributed to two circumstances connected with the first workshop: the date of the workshop, September 20; and the abundance of concepts needing to be absorbed in one day. The date of the workshop dictated by the timing of contract negotiations, several weeks after the beginning of school, made it necessary for teachers to plunge into the project immediately with the "how-to" becoming more important than the basic concepts. Holding the workshop in August, as recommended by most of the teachers, would help alleviate this problem.

CONSULT-I (R) Reading does introduce several concepts that might be unfamiliar to or not used by the teachers regularly:

*expert system
*taxonomy (including concepts contained within some of the questions)
*assessment of learner affect and attitude
*anecdotal records
*relation of the recommendation to the learner.

A one day workshop simply may not be enough to thoroughly present or absorb what is needed at the beginning of the program.

Some misconceptions were cleared up in the 3 subsequent inservices held at each school (November, January, and March/April). Others, unfortunately, were still present at the end of the project.

One interesting and unexpected bonus of the project was the interaction of the teachers during the workshop and inservices. As mentioned earlier the teachers seemed hungry for new ideas. They greatly appreciated the time to share and learn "what is going on out there." Several of them commented that the regular school day with all its requirements did not allow for such interaction.

The sharing during the inservice meetings apparently led to more sharing between the meetings. A 29 year teacher noted during a site visit that he had noticed some good things happening in the classroom next door. He had asked that teacher how he might involve his class in the same things. This was a new event for that veteran teacher.

There is one important item that is not directly reflected in the questionnaire. As the classrooms were visited throughout the year, growth was noted not only in the learners but also in their teachers. During a classroom visit in March, one teacher asked to speak with the observer. The teacher said,

> This program is weird. I didn't know the children that well when I completed their profiles in the Fall, but all of the recommendations are on target. I know I am an 'old-fashinoned' teacher. I want you to help me be more 'modern.'

Other instances of teacher growth and change were noted. Learning in classrooms seemed to be more joyful and loving, progress charts climbed across walls and up to ceilings, and learner products were more in evidence.

Learner. In his discussion of the affective domain of reading, Strickler states,

> The somewhat deplorable state of American's reading habits is undoubtedly the result of many factors operating within our society. Perhaps one of the most significant of these factors is the emphasis our schools have traditionally placed on teaching children <u>how</u> to read. And, while few people would deny the importance of teaching children how to read, children also need to learn <u>why</u> they should read;.... (p. 1).
>
> What is needed is a reallocation of the emphasis in teaching reading; a shifting of perspective so that we keep clearly in mind the reason why we teach people how to read: so that they will <u>want</u> to read (p. 2).

The broad goal of CONSULT-I (R) Reading with respect to the learner is to help him/her **enjoy** reading (change in affect), **want** to read (change in attitude), and, thus, become a **better reader** (success). Most of the learners who participated in the CONSULT-I (R) Reading Ohio Project have come to enjoy reading more (85%), have either developed or begun to develop a positive attitude toward reading (84%) and have become better readers (84%). (See Table 4.)

The staff at the RPC received the following letter in March from a third grader who was a participant in the program that illustrates the above.

> Dear Indiana,
>
> I think reading is very nice. I haved thought reading was going to be boring. **But now I know it is fun to read. I hope you know that we have to know we need reading.** My favorite book is Clifford's Manners. That is a nice story. I have leared to read more. I go home and read every day. Thanks you for your help.
>
> Your friend,
>
> [Note: Bold inserted by editor.]

As mentioned above as we have worked with troubled readers we have seen that a progression from affective to attitudinal to overall change in literacy achievement occurred. Affective changes often signaled attitudinal changes. These two "A" changes often preceded changes in overall success in reading. The evaluation of this Ohio Project is significant in that it documents this process of change and makes clear the relationship between change in feelings (affect) and attitude and change in academic achievement.

Going back to Table 4, it can be seen by looking down the High Change column that 50% of the learners showed a high change

in affect (the first step) while only 38% had a high change in attitude (the second step) and 29% in success (the third step). It can further be seen from the CLS analysis that learners who had positive changes in affect and attitude had a much greater chance of success (95%+) while those who had little or no change had only a 50% chance of success. Both of these findings support the Reading Practicum Center premise that positive affect and attitude changes precede and accompany success.

Teachers commented in the cases of three fourths of the learners who were in the program at the end of the project that CONSULT-I (R) Reading had made a difference to the learner in affect, attitude and overall success. This appears to be an excellent result considering the fact that all of these learners had problems in reading at the beginning of the program and the regular school program had apparently not been able to reach them. In some of the remaining cases teachers were unsure as to the effect the program had on the learner because so many factors had entered into the final results. In a few cases teachers felt the program had not made a difference usually due to factors outside of the school including home problems, learner immaturity, and absence.

While standardized test scores can be helpful in making decisions about learners and programs, they should be considered as only one part of the entire process. It also should be remembered that these scores only measure part of the reading process. In Reading: What can be measured?, Farr and Carey state:

> To determine if tests actually measure reading, we must first ask: What is reading? If reading is defined as an activity in which human beings engage themselves for specific reasons as part of their everyday lives, the answer to the first question is "No!" At best, tests can provide some indication of how someone reads, but the relationship of such indications to actual reading behaviors must be inferred. Despite what one often reads in research articles, reading is not what reading tests test....
>
> It must be understood that tests are activities to engage examinees in behaviors that are like what they do in everyday life. But tests are not reality. The testing conditions, the purposes for reading, the examinee's attitude toward tests (and even toward school) all influence test preformance. (p. 16)

Thus, the writers of this report feel that the scores as presented in Tables 5 and 6 give only a part of the whole and

should not be given undue emphasis but rather considered as one indicator among many.

The decision to initiate the Ohio Project without a control group was a conscious decision based on budget. The grant did not permit funding for a control group. However, it should be remembered that each of the 25 teachers who did participate in the project were invited to include five learners most needing special attention in reading who were not already participating in other special reading programs. And, when the direction to fund the project had come from the Ohio Legislature, it had been with the understanding that we were to work with "...some of the toughest educational settings in Ohio." Therefore, positive results with children from these "toughest settings" is significant even though at this time it is not measured against a control group.

Data analysis. The fact that the categories clustered well for the top two recommendations (95%) leads to the inference that the Indiana database can be applied to other populations such as the Ohio learners. [Note: The learners also cluster well by city.]

The features that were analyzed as predictors of success were chosen only as samples as deadlines made it impossible to analyze each feature of the taxonomy. Ethnic background and family structure were chosen in response to questions of Ohio legislators as to whether the program would be successful with learners from various ethnic backgrounds and types of households. Results (see Table 7) demonstrate the fact that CONSULT-I (R) Reading is successful for both Afro-Americans and Caucasians. It was also shown that in this program learners from single parent homes have as great a chance of success as those from traditional homes.

Learners in the primary grades (1, 2, & 3) appear to have a slightly greater chance of success (approximately 10%) in the CONSULT-I (R) Reading program than those in the upper elementary grades. This supports the theory held by many educators and supported by the experience of the RPC staff that the younger the learner is, the easier it is to make a difference.

Conclusions and Recommendations

One of the few First Grade Studies not included in the final reports of Bond and Dykstra (1967) was that of the Cedar Rapids, IA, collaboration between the Cedar Rapids Community Schools and the University of Iowa (Reid and Beltramo, 1965). It was not included because it dealt with the lower third of the first grade children enrolled in the 51 first grades in Cedar Rapids in 1964-65. The other 26 First Grade Studies dealt with methodology of teaching reading for the whole spectrum of first graders, not

just the lower third. Yet, it is the lower third of the children, typically known as the "low group," who struggle with reading and who often drop out when it is legal to do so. These are the children who comprise the sample in the current project, children nominated by their teachers as middle or low group and generally not part of other special programs who would profit from special, targeted assistance in reading. For this reason, it is meaningful to revisit Newman's longitudinal work (1978, 1980, 1985) from which several of the features of the current CONSULT-I (R) Reading taxonomy for K-12 were drawn. Model, motivation, interest, and positive pressure, variables identified in the Cedar Rapids research to have predictive significance in the academic achievements of children originally classified as low group, survived the winnowing process in the course of the six year (1983 - 1989) refinement of the taxonomy and have come to be included in the final 20 features with which we started the Ohio project.

It is in the application of these variables (model, motivation, interest, and positive pressure) through the recommendations of CONSULT-I (R) Reading that the program in Ohio was successful -- model in strategies such as silent sustained reading (SSR), motivation in strategies such as progress charts, interest in strategies such as learner choice of reading material, and positive pressure in strategies such as sharing with others.

Program. The program appears to work best with teachers who are flexible, open, and willing to vary instruction to meet the needs of individual children. As we got to know the teachers, for example, it was obvious that many eagerly applied the recommended strategies, and even asked if it were permissable to use the strategies with their whole class as well. One first grade teacher, thrilled with the strategy recommendations dovetailing with a course she was taking at a nearby university, said, "I'll never go back to how I used to teach."

By contrast a teacher in another school, visibly resistant, as shown in body language and verbal and written comments, summarized her reactions to the program by saying, "I was disappointed in the lack of innovative recommendations. There was nothing in the project strategies that could not be found in any basal reader teacher's manual." Unfortunately, this teacher did not realize that the strategies, though not always new (though many teachers expressed graditude for the new strategies they learned), are powerful because strategies are matched to a particular individual.

The qualities of openness, flexibility, and eagerness to try new ideas were not necessarily a function of teaching experience. The first teacher quoted above had 26 years of experience. The second quote also came from an experienced teacher with 16 years

of experience. But, how different they were in personality and teaching approach.

We have recognized for years, and it was brought out once again in the First Grade Studies and the Ohio project, that teacher quality makes the difference in a classroom. Yet, we have been reluctant or unwilling to do the teacher training and sifting necessary to achieve top quality teachers for the children most in need. Often the least experienced teachers are assigned to the most in-need learners.

The generally positive responses of teachers in the Ohio project suggest several conclusions:

*CONSULT- I (R) Reading does provide an efficient, cost-effective teacher training program for dealing with troubled readers.
"I learned many new ideas"
"I am more aware of different techniques"

*It provides teachers with reinforcement for many of methods with which they are already familiar, but does this in such a focussed way as to enable them to move more quickly to make application of appropriate strategies.
"Just sharpened and streamlined the ones I had previously used"

*It provides teachers with a truly individualized approach to teaching reading, which is flexible and often appropriate for whole class application.
"After I implemented the strategies with the whole class, it became easier."
"I've done most of the activities with groups or the whole class but would focus in with specific strategies you recommended."

*Teacher, as well as learner, affect, attitude, and overall success with teaching appear to have a marked influence on learner achievement. Teachers, who might be characterized as positive, upbeat, enthusiastic, joyous, verbal, and loving, saw positive growth in the children who participated in the CONSULT-I (R) Reading program.
By contrast, teachers who might be characterized as doubters, insecure, entrenched in methodology or disorganized did not achieve as positive results.

*It takes a well organized teacher to fulfill the spirit as well as the letter of the CONSULT-I (R) Reading recommendations as time constraints challenged many teachers.

*Regular communication is a must for a successful project. Inservices were crucial to the success of the program and would even be preferable more often if affordable.
The newsletters afforded a positive means of sharing teacher successes.

Teacher suggestions and Reading Practicum Center staff observations also led to some strong conclusions and recommendations:

*More time is needed at the beginning of the year to train teachers to use the various strategies. Some professed to understanding what was implied by the strategy descriptions, but when it came to implementing the strategies, great variance in quality was found.
The initial workshop should be two days instead of the one day scheduled in 1991.

*Teachers within the Urban Demonstration Schools who participated this year (with a few exceptions) would be suitable instructors within their own schools if carefully supported by RPC staff.

*Great care is needed in explaining the taxonomy, its derivation, and interpretation of the resulting recommendations.

Learners. Conclusions regarding CONSULT-I (R) learners in the Ohio project include the following:

*The application of CONSULT-I (R) Reading strategies is generally beneficial and appropriate in teaching inner city children in Ohio how and why to read.

*Positive changes in affect and attitude do signal change in the overall academic progress.

*Application of the CONSULT-I (R) Reading strategies led to a variety of strategies being tried with the children.

*Ethnic background and family structure do not significantly affect a learner's success in the CONSULT-I (R) Reading program.

Learners in the Ohio project, although identifiably associated with different racial and family characteristics, are essentially children who respond positively to instruction geared

specifically to their needs and interests and presented through strategies which have proven successful with learners having essentially similar characteristics.

Even when confronted with seemingly insurmountable home situations, the learners responded favorably to the recommended strategies, demonstrated remarkable changes in affect and attitude and generally posted modestly positive results on standardized tests when able teachers overcame the barriers through the CONSULT-I (R) program.

Despite the demands of implementation, this approach embodies the precepts of the scientific method to education, i.e.

* data based
* statistical pattern recognition
* expert system.

It is within these precepts that both teachers and learners were able to grow this past year as they participated in the CONSULT-I (R) Reading Ohio Project. Teachers were able to efficiently identify those strategies which would be most effective so there learners would have the greatest chance of success. Learners came to enjoy reading, wanted to read, and became better readers.

The broad goals of CONSULT-I (R) Reading in the Ohio project, as listed below, were met.

1. To help teachers focus their instruction through the recommendations for individual learners so that the instruction is more efficient and effective, and that each learner has the greatest chance of success.

2. To help the learner enjoy reading (affect), to want to read (attitude), and thus become a better reader (success).

References

Bond, G. L. & Dykstra, R. (1967). The cooperative research program in first grade reading instruction. Reading Research Quarterly, XI (4), 5 - 141.

Farr, R. & Carey, R. F. (1986). Reading: What can be measured? Newark, DE: International Reading Association.

Glass, G. V. & Hopkins, K. D. (1984). Statistical methods in education and psychology. Englewood Cliffs, NJ: Prentice-Hall.

Newman, A.P. (1978). Twenty lives: A longitudinal study of the effects of 5 variables on the lives of 20 students who were low readiness in first grade (1964-1976). Bloomington, IN: Indiana University.

Newman, A. P. (1980). Twenty lives revisited: A longitudinal study of the impact of literacy on the occupations and schooling of students who were low reading readiness in first grade (1964-1978) - with special attention to model, motivation, interest, perseverance, and pressure. Bloomington, IN: Indiana University.

Newman, A. P. (1985). Twenty lives nineteen years later: A longitudinal study (1964-1983) of the impact of literacy on the occupations, schooling, and educational growth of young adults who were low=reading readiness in first grade with special attention given to model, motivation, interest, perseverance, and pressure as aspects of background and mental environment. Bloomington, IN: Indiana University.

Newman, A. P. & Metz, E. M. (1988). Individualizing language strategies using CONSULT-I (R). Bloomington, IN: Indiana University Reading Practicum Center.

Patrick, E. A. (1972). Fundamentals of pattern recognition. Englewood Cliffs, NJ: Prentice Hall.

Patrick, E. A. & Fattu, J.M. (1986). Artificial intelligence with statistical pattern recognition. Englewood Cliffs, NJ: Prentice Hall.

Reid, H.C. & Beltramo, L. (1965). The effect of different approaches of initial instruction on the reading achievement of a selected group of first grade children. USOE Cooperative Research Project No. 2698. Cedar Rapids, IA: Cedar Rapids COmmunity School District.

Strickler, D. J. (Ed.). (1977). The affective dimension of reading. Bloomington, IN: Indiana University Publications.

Vinsonhaler, J.F., Weinshank, A.B., Wagner, C.C., & Polin, R.M. (Winter 1983). Diagnosing children with educational problems: Characteristics of reading and learning disabilities specialists, and classroom teachers. Reading Research Quarterly, 18 (2), 134 - 161.

APPENDICES

A CONSULT-I (R) READING TAXONOMY

B INDIVIDUALIZING LANGUAGE STRATEGIES USING CONSULT-I (R)

C OHIO TAXONOMY FEATURES: 24 & 25

D SCHOOL DISTRICT DEMOGRAPHICS BY CITY
SCHOOL DATA
SCHOOL PHILOSOPHY STATEMENTS

E WORKSHOP AND INSERVICE AGENDAS

F TIMELINE

G LEARNER PROFILE SHEET

H ANECDOTAL RECORD FORMS

I AFFECT, ATTITUDE, SUCCESS MATRIX

J ASSESSMENT

K NEWSLETTERS

L AFFECT, ATTITUDE, SUCCESS WORKSHEET

M STRATEGY RECOMMENDATIONS

N ANECDOTAL RECORD FORM (SAMPLES)

O ANECDOTAL RECORDS - HIGHLIGHTS OF RESULTS

P LITERACY, MUSIC, AND ART

Q A CHOCOLATE CURRICULUM

R LEARNER PROJECTS (SAMPLES)

S PROGRAM ASSESSMENT

T LEARNER ASSESSMENT QUESTIONNAIRE

U STANDARDIZED TEST SCORES

V AFFECT, ATTITUDE, SUCCESS MATRIX (SAMPLES)

CONSULT-I (R) READING

TAXONOMY

To complete a learner profile, choose the one value (answer) for each feature (question) that most accurately describes the learner. If more than one value applies to the learner, choose the one that has the greatest impact on the learner in relation to language learning. If there is insufficient evidence available to make a choice, choose "not able to judge." If none of the values apply, choose "no evidence."

1. WHAT **PLACE** DOES THE LEARNER HOLD IN **RELATION TO SIBLINGS**?

   1 oldest child
   2 middle child
   3 youngest child
   4 only child
   5 twin or multiple
   8 not able to judge
   9 no evidence

2. WHAT **LEVEL OF EDUCATION** HAS THE **MOTHER** OF THE LEARNER COMPLETED?

   1 eighth grade or less
   2 ninth through less than twelfth
   3 high school diploma or GED
   4 some college, vocational, or specialist training
   5 college degree
   6 currently attending school
   8 not able to judge
   9 no evidence

3. WHAT **LEVEL OF EDUCATION** HAS THE **FATHER** OF THE LEARNER COMPLETED?

   1 eighth grade or less
   2 ninth through less than twelfth
   3 high school diploma or GED
   4 some college, vocational, or specialist training
   5 college degree
   6 currently attending school
   8 not able to judge
   9 no evidence

4. WHAT TYPE OF **OCCUPATION** DOES THE **FATHER** OF THE LEARNER HAVE?

1 unskilled
2 skilled
3 highly skilled
4 management
5 professional
6 househusband
7 student
8 not able to judge
9 no evidence

5. WHICH OF THE FOLLOWING **CULTURAL QUALITIES** OF THE LEARNER'S **FATHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 education / positive
2 education / negative
3 occupation / positive
4 occupation / negative
5 cannot read / negative
6 reads to child / positive
7 reading model / positive
8 not able to judge
9 no evidence

6. WHICH OF THE FOLLOWING **CULTURAL QUALITIES** OF THE LEARNER'S **MOTHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 education / positive
2 education / negative
3 occupation / positive
4 occupation / negative
5 cannot read / negative
6 reads to child / positive
7 reading model / positive
8 not able to judge
9 no evidence

7. WHICH OF THE FOLLOWING **INTERACTIONS** BETWEEN THE **LEARNER AND THE FATHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 working together / positive
2 playing together / positive
3 cultural, educational, organizational activities / positive
4 cultural, educational, organizational activities / negative
8 not able to judge
9 no evidence

8. WHICH OF THE FOLLOWING **INTERACTIONS** BETWEEN THE **LEARNER** AND **THE MOTHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 working together / positive
2 playing together / positive
3 cultural, educational, organizational activities / positive
4 cultural, educational, organizational activities / negative
8 not able to judge
9 no evidence

9. HOW **OLD** IS THE LEARNER?

1 5 - 6
2 7 - 8
3 9 - 10
4 11 - 12
5 13 - 14
6 15 - 16
7 17 - 18
8 not able to judge
9 no evidence

10. DID THE LEARNER'S **PARENT(S) READ TO THE LEARNER BEFORE** HE/SHE **ENTERED SCHOOL**?

1 yes, parent(s) read to child regularly
2 no, parent(s) did not read to child regularly
8 not able to judge
9 no evidence

11. WHAT ARE THE LEARNER'S **READING HABITS**?

1 does not read
2 reads only for survival (street signs, labels, etc)
3 reads only what is required (for survival and school)
4 reads only school related materials
5 reads only what interests him/her
6 reads regularly
8 not able to judge
9 no evidence

12. WHAT IS LEARNER'S **FAVORITE SCHOOL SUBJECT**?

1 English
2 social studies
3 math
4 reading
5 health and physical education
6 home economics or shop
7 music / art
8 science
9 no evidence

13. WHEN **LISTENING**, AT WHAT **LEVEL** IS THE LEARNER'S ABILITY TO **COMPREHEND**?

1 above grade level
2 at grade level
3 below grade level
8 not able to judge
9 no evidence

14. WHEN **READING**, IS THE LEARNER'S ABILITY TO **COMPREHEND** A STRENGTH?

1 yes, a strength
2 no, average or weakness
8 not able to judge
9 no evidence

15. IS THE LEARNER **CREATIVE**?

1 yes, a strength or average
2 no, a weakness
8 not able to judge
9 no evidence

16. IS THE LEARNER **CURIOUS**?

1 yes, a strength
2 no, average or a weakness
8 not able to judge
9 no evidence

17. DO ANY OF THE FOLLOWING **CULTURAL PRESSURES** HAVE A **NEGATIVE** IMPACT ON THE LEARNER?

1 father / alcoholism / negative
2 father / language or dialect / negative
3 mother / language or dialect / negative
4 parents / divorced / negative
8 not able to judge
9 no evidence

18. WHICH OF THE FOLLOWING **PERSONALITY TRAITS** DOES THE LEARNER HAVE?

1 reasonable self-concept
2 shy
3 lacking self-confidence
4 show-off, cocky, constantly seeks attention
5 uncooperative and self-willed
8 not able to judge
9 no evidence

19. WHICH OF THE FOLLOWING VALUES **SELF MOTIVATES** THE LEARNER?

1 interests
2 willingness to accept responsibility
3 wants to please (love)
4 success
5 competition
6 need for independence
7 religion
8 wants to learn
9 no evidence

20. WHICH OF THE FOLLOWING VALUES PUTS THE GREATEST **PRESSURE** ON THE LEARNER?

1 parental expectations / positive
2 parental expectations / negative
3 teacher expectations / positive
4 teacher expectations / negative
5 peer pressure / positive
6 peer pressure / negative
7 home situation / negative
8 self-image (handicaps, retention, etc) / negative
9 no evidence

21. **ATTITUDE**

1 High/medium
2 Low

22. **AFFECT**

1 High/medium
2 Low

23. **SUCCESS**

1 High/medium
2 Low

INDIVIDUALIZING LANGUAGE STRATEGIES USING CONSULT-I (R)

Anabel P. Newman
Elizabeth Metz
Reading Practicum Center
Indiana University
September 1988

TABLE OF CONTENTS

INTRODUCTION 1

COMPREHENSION 2
- Prior Knowledge 2
- Setting Purpose 2
- Questioning 3
- Prediction 4
- Cloze 4
- Main Idea 4
- Supporting details 5

FUNCTIONAL LANGUAGE 6
- Letter Writing 6
- Editing 6
- Interviewing 7
- Following Directions 7
- Planning Trips 7
- Driver's License 8
- Menus 8
- Shopping Lists 8

GAMES 9

INTEREST 10
- Individualized Reading and Progress Charts 10
- High Interest/Low Vocabulary Books (Hi-Lo) 11
- Predictable Books 11
- The Language Experience Approach 12
- Writing in an Area of Interest 12
- Listening to Material of Interest 13
- Rewriting Material 14
- Uninterrupted Sustained Silent Reading (USSR) 14
- Self-Choice of Reading Materials 15
- Reading and Real Life Activities 15
- Games 16
- Challenge in Interest Area 16

LANGUAGE EXPERIENCE 18
- Language Experience Approach 18
- Editing 19
- Book Making 19
- Story Starters 20
- Dramatized Experience 20
- Dictation 21
- Taping a Story 21
- Word Processing 21
- Appendix 22
  - How Children Can Make Their Own Books 22

MOTIVATION 25
Sharing Reading, Writing, and Knowledge 25
Progress Charts 25
Praise and Attention 26
Games 26
Language Experience Approach 27
Use of Equipment 27
Tutor Reads to Learner 27
Reading in Interest Area 28
Providing a Purpose for Reading 28
Permission to Take Books Home 28
Choral Reading 29
Field Trips 29
Rewards 30

SELF-CONCEPT MODULE 31
Oral Reading for a Purpose 31
Sharing Reading and Writing 31
Retelling for a Purpose 32
Reading in Interest Area 32
Reading Easy, Picture, or Wordless Books 32
Bookmaking 33
Teacher Written Materials 34
Praise and Attention 34
Developing Independence 35
Dictation 35
Letter Writing 36

STUDY SKILLS 37
Reference Skills 37
Textbook Parts 38
Textbook Reading Techniques 38
Organization 39

APPENDIX 40

REFERENCES 48

OHIO TAXONOMY FEATURES: 24 & 25

24. WHAT IS THE **ETHNIC BACKGROUND** OF LEARNER?

1 Afro-American
2 American Indian
3 Asian
4 Caucasian
5 Hispanic
6 other
8 not able to judge
9 no evidence

25. WHAT TYPE OF **FAMILY STRUCTURE** BEST DESCRIBES LEARNER'S HOME SITUATION?

1 single parent
2 traditional
3 foster parent(s)
4 living with other family members
5 living with friends
6 other
8 not able to judge
9 no evidence

CONSULT-I(R) READING OHIO PROJECT

SCHOOL DISTRICT DEMOGRAPHICS BY CITY

	AKRON	CINCINNATI	CLEVELAND	COLUMBUS	TOLEDO
School District Population *	227,654	379,763	578,197	515,055	295,386
Pupil Enrollment	33,213	51,148	70,019	64,280	40,396
Minority Percent	39.59	63.88	78.91	50.38	44.17
ADC Percent	32.04	37.86	64.77	34.40	35.07
Per Pupil Expenditure	4,865.59	5,657.37	6,088.86	5,547.32	5,087.07
Average Income **	25,424	27,699	20,214	23,827	25,521
Property Value Per Pupil ***	52,260	78,629	62,507	81,166	56,864

* District Composition reflects a strong correlation with the city compositions of Cincinnati and Cleveland, a fair correlation with the city compositions of Akron and Toledo and no correlation with the city composition of Columbus. In Columbus, 1/3 of city residents are not in the city school district.

** Average income is based on figures from Ohio tax returns. Adjusted gross income was divided by the number of returns filed in the school district.

*** Property value per pupil represents the real and tangible value of all property (including buildings and businesses) within a school district divided by the number of pupils in the district.

SOURCE: 1990-1991 statistics reported by Matthew Cohen, Director of Policy Research, Ohio Department of Education.

CONSULT-I (R) READING OHIO PROJECT

SCHOOL DATA

School	Grades	Enrolled	Percent Minority	Free Meals	$ per Student	Special Programs	Parent Involvement
Crouse Akron	K - 6	444	98.65	369B 369L	$ 4,260	Art club, Writing club, Computer club, Choir, Track team, Oral language development, Homework-tutoring	PTA Active parenting Classroom volunteers Testing seminars Study skills seminar
Millvale Primary Cincinnati	Pre - 3	436	91.9	416B 20L		ESEA reading program Read to succeed program Outreach program	Outreach program Toddler story time Read to succeed
Clark Cleveland	K - 6	500	50	339B 339L	$ 6,000	Bilingual kindergarten, Math assistance, Laser learning lab, Ch. 1, Project Dare, Character Education	Classroom volunteers Office volunteers School community council
Highland Columbus	K - 5	510	65	200B 435L	$ 5,264	"Caught you being good" Honor Roll pizza party Good behavior reward Grade level luncheon Tutoring w/adoptors Buddies (paired grades)	PTO Advisory Committee Volunteer teacher aides Tutoring programs Parent luncheons Conference days UDP program
East Side Central Toledo	K - 6	539	25.9	315B 315L	$ 4,860	Chapter 1, Tutoring Program, Computer lab w/ WICAT Software, Incentive Programs	PTA Ch. 1 Advisory Council

*Information supplied by Rankin Elementary, Akron.

CONSULT-I (R) READING OHIO PROJECT

SCHOOL PHILOSOPHY STATEMENTS

Crouse, Akron

The staff of George W. Crouse Elementary is committed to the philosophy that communication and cooperation between the home and school make possible more effective learning opportunities for each child. With the help of parents and our community, we will strive to provide:

- ** Realistic learning experiences
- ** Individualized and group instruction
- ** Experiences directed to the academic, social, and physical needs of each child.

When parents and teachers work together, the educational life of our children will be happier and more productive. We will instructionally stimulate success for each child in the gaining of knowledge, skills, and values which will enable him/her to become an active and contributing member of the world community.

Millvale Primary, Cincinnati

At Millvale Primary School, we believe that in order to provide an atmosphere conducive to learning, high standards of discipline must be maintained. We are confident that all children can behave in an acceptable manner.

We will not tolerate any misbehavior that distracts teachers from teaching or students from learning. We believe that one of the major functions of this school is to encourage children to become responsible citizens through the development of self-discipline and consideration of others.

We firmly believe that self-discipline is accomplished through the use of carefully established rules and regulations. These rules and regulations must be upheld by both faculty and students for our program to be effective. Positive parental participation is a vital and necessary element in any successful school program.

Clark Elementary, Cleveland

To provide a high quality educational program for all students with emphasis on self control and self motivation.

Highland, Columbus

The staff of Highland Elementary School accepts the mission of making our school a place where every child can believe in himself, wants to learn, and is able to develop to his full potential - academically, socially, and emotionally.

The staff of Highland Elementary School is committed to:

(1) The belief that all children can learn. We are aware that children learn at different rates and in different ways.

(2) Requiring each child to master the basic skills while, at the same time, providing enrichment that will motivate and challenge him/her to achieve above minimum performance and will closely monitor progress.

(3) Making every effort to increase parent and community involvement in support of our school programs to promote and improve learning both inside and outside the classroom.

We will continue working as a team under the instructional leadership of the principal to lay the foundation for the most effective school possible.

East Side Central, Toledo

We believe that East Side Central should make available to every youngster of our school community those educational experiences which will contribute to his mental, physical, social and moral well-being. The experience and activities must be meaningful to each child within his own limitations.

The environment within this school and in the classrooms should be stimulating and attractive, suggestive of good study habits. Each child should be given basic skills considered essential in our society or learning a living, conducting his or her own affairs and in the wise use of leisure time.

Many opportunities should be provided in which a child will learn to cooperate with others both younger and older and to respect others without regard for race, creed, color or station in life.

All of these things should be done within the scope of the total program of the Toledo City Schools.

*Information not available from Rankin Elementary, Akron.

CONSULT-I (R) READING

OHIO PROJECT WORKSHOP

September 20, 1991

AGENDA

9:30	Registration	
10:00	Welcome, introductions	Newman Mallory Stuller
10:15	Background of CONSULT-I (R)	Patrick
10:30	Background of Reading Practicum Center and CONSULT-I (R) Reading	Newman
11:00	Taxonomy and learner profiles	Metz
11:15	Demonstrations Unit Development Projects	Patrick Newman Metz
12:00	Lunch	
1:00	Implementation of recommendations	Newman
1:30	Assessment and evaluation	Metz
2:00	Dates for site visits/inservices	Newman
2:15	Questions and answers	

CONSULT-I (R) READING

OHIO PROJECT NOVEMBER INSERVICE

Millvale Primary School, Cincinnati

November 26, 1991

AGENDA

1. Respond to teacher questions

2. Clarify affect, attitude, success categories

3. Record keeping

4. Share Unit Development Projects

5. Evaluation

6. Newsletter

7. Next visit: January 31, 1992

CONSULT-I (R) READING

OHIO PROJECT JANUARY INSERVICE

Millvale Primary School, Cincinnati

January 31, 1992

AGENDA

1. Respond to teacher questions

2. Anecdotal Records response

3. Collection of standardized test data

4. Affect, attitude, success matrix

   Next entry: End of January 1992

   Send copies of matrix to RPC first week of February

5. Using art and music in reading

6. A Chocolate Curriculum

7. Telephone communication

8. Next visit: April 24, 1992

CONSULT-I (R) READING

OHIO PROJECT INSERVICE

Highland Elementary School, Columbus

March 27, 1992

Agenda

1. Teacher questions, comments

2. Sharing of highlights, learner products

3. Focus definitions

4. Year end assessment

   Program assessment form - due May 15, 1992

   Learner assessment forms

      Anecdotal records - due May 1, 1992

      Affect, attitude, success matrices - due May 1, 1992

      Questionnaire - due May 1, 1992

      Standardized test scores - ASAP

CONSULT-I (R) READING OHIO PROJECT

1991 - 1992

TIMELINE

September 20	Workshop for all teachers
Sept 23 - Oct 4	Collect learner data, complete Profile Sheets
October 7	Mail Profile sheets to Reading Practicum Ctr
Oct 14 - Oct 18	RPC processes data, returns recommendations
Week of Oct 21	Begin implementation of recommendations
	Begin anecdotal records
November	Site visits/inservices
January	Site visits/inservices
April or May	Site visits/inservices
	Program & learner assessment and evaluation

Learner_____

Date_____

CONSULT-I (R) READING OHIO PROJECT

LEARNER PROFILE SHEET

Feature	Value	Comments	Feature	Value	Comments
1			14		
2			15		
3			16		
4			17		
5			18		
6			19		
7			20		
8			21 Do not enter		
9			22 Do not enter		
10			23 Do not enter		
11			24		
12			25		
13			26 Do not enter		

Recommendations:

1._____ _____%

2._____ _____%

3._____ _____%

4._____ _____%

Learner_____

CONSULT-I (R) READING OHIO PROJECT

ANECDOTAL RECORD FORM

Date	Strategies	Results

Learner_____

Consult-I (R) Ohio Project Anecdotal Record Form

Recommendations: INT____ SC____ MOT____ FL____ LE____ SS____ G____ C____

interests, self-concept enhancement, motivation, functional language, language experience, study skills, games, comprehension

Strategy Recommendations Represented			Evaluation (+ ✓ −) of Results of Strategy
Date	Description of Strategy		Decription of Results

Learner_____

CONSULT-I (R) READING OHIO PROJECT

AFFECT, ATTITUDE, SUCCESS MATRIX

	Affect	Attitude	Success
Beginning of year			
Middle of year			
End of year			

CONSULT-I (R) READING OHIO PROJECT

ASSESSMENT

Three assessment tools will be used in the evaluation of the project. These tools include an anecdotal record form on which to record the progress of each learner; an affect, attitude, success matrix for each learner; and an open ended questionnaire concerning the program itself.

Anecdotal record. This record should contain the strategies used with each learner, the results of the strategies including changes in affect, attitude, and/or success as they occur, and ideas for the future. Each entry should be dated and entries should be made for significant activities -- probably about twice a week. You should also keep copies of actual work by the learner to record growth as the year progresses.

Affect, attitude, success matrix. Changes in affect (emotional outlook) and attitude (intellectual outlook) often precede success in the attainment of goals. These changes, almost always evident before any changes can be seen in test scores, appear to follow a natural learning progression with observable changes occurring first in a learner's affect, second in attitude, and then success. Thus, when a learner begins the year with statements such as "I hate to read" reflecting negative affect or "I can't write" reflecting negative attitude, helping the learner develop positive affect and attitude is a desired part of instruction.

The matrix should be a reflection of changes in affect, attitude and success as seen across the year of instruction.

Open ended questionnaire. Questions contained in this assessment tool pertain to the CONSULT-I (R) Reading program itself.

Standardized test results. Each school district may require a standardized test score as part of the evaluation of the learners. If so, these tests will be administered by the district.

CONSULT-I (R) READING

OHIO PROJECT NEWSLETTER

Vol. I, No. 1 September 25, 1991

Newsletter Welcomes Readers

Welcome to the CONSULT-I (R) Reading Ohio Project Newsletter. It was wonderful to meet you all, if ever so briefly. We have enjoyed reading your "hopes for the program." There seems to be general agreement in hoping that the children will learn to enjoy reading more, achieve higher levels, and be motivated. Many of you also seem to be hoping to learn new strategies for teaching reading, especially for those inner-city children who are "at risk" or in the "cracks."

Inservice/observation Days

We have scheduled the following dates for inservice/observation. Please let us know if this does not agree with your schedule or if there are problems.
Akron -- November 5, January 9, and April 2
Cincinnati -- November 26, January 31, and April 24
Cleveland -- November 1, January 10, and April 3
Columbus -- November 19, January 24, and April 14
Toledo -- November 12, January 17, and April 10

Affect, Attitude, Success

Through the years of working with learners of all ages at the Reading Practicum Center, we have seen many changes in learners' affect, attitude and success that are not reflected in standardized test scores. Usually these changes occur before changes in the test scores. Therefore, we are asking you to document this type of change as well as any standardized scores required by individual school districts.

Changes in affect (emotional outlook) usually occur first and the teacher may note that the learner is now enjoying reading and writing more or showing interest and enthusiasm for materials read. Attitude (intellectual outlook) changes come next and may be reflected by the learner in such things asking to read, helping other students with their reading, and saying "I can...."

Success is reflected in actual skill improvement in both small and large steps toward effective reading and writing by the learner.

Sample matrices have been attached to show you the types of items you may want to include in the matrices for your learners. Use the samples as starting points, not as complete statements.

CONSULT-I (R) READING

OHIO PROJECT NEWSLETTER

Vol. I, No. 2 December 6, 1991

In This Issue...

- *Highlights*
- *Keeping Anecdotal Records*
- *Using "Functional Language"*
- *Test Collection Announcement*

JANUARY SCHEDULE

January 9th
Akron

January 10th
Cleveland

January 17th
Toledo

January 24th
Columbus

January 31st
Cincinnati

HIGHLIGHTS

We saw so many good ideas as we visited your rooms. Here are a few:

Each child wrote their version of Brown Bear, Brown Bear in book form titled Orange Pumpkin, Orange Pumpkin. 1st grade, East Side Central Elementary School, Toledo.

Against the background of a wonderful song provided by the class parakeet, children read in pairs and then chorally in a large group. 1st grade, Highland Elementary School, Columbus.

Both Highland in Columbus and Millvale in Cincinnati have increased parental involvement. One parent twinkled, "They can't keep me away from here now."

The kids were tickled with the exaggerations showing up in their basal story as pointed out by their 29 year veteran teacher. We especially liked, "he was so skinny he could slip through a Cheerio." 4th grade, Clark Elementary School, Cleveland.

As we entered the class, a child was sitting in the author's chair sharing his first book. The other children enthusiastically accepted his story and illustrations. 1st grade, Millvale Primary School, Cincinnati.

To start the day in one classroom, action routines involved all the children in repeating the months, days of the week, vowel sounds, weather etc. to rap, a wonderful way to incorporate their love of music and start the day right. 2nd grade, Crouse Elementary School, Akron.

Tennis balls on the chair legs and limericks on the board were highlights in this room. Second grade, Rankin Elementary, Akron.

Keeping Anecdotal Records...

As we mentioned in our recent visits, the Anecdotal Records must document **how** you implemented the CONSULT-I (R) recommendations. If, for example, the recommended strategies were Functional Language and Interests, you should include in your writings those terms, in brackets, after your descriptions, Thus, "I brought 10 books for Jessica about bears [interests] and she has read all of them already." Or, "We wrote letters to five of Tucker's favorite baseball players [functional language]. He is eagerly awaiting a reply."

In this way we can document for anyone's information the extent to which you were able to put into practice the CONSULT-I (R) recommendations and their relative success over time.

Functional Language Ideas

Several teachers asked for tips on including functional language for their learners. You may want to consider the following:

Maps: Have students make maps of their neighborhoods, cities, states, or the U.S.A.

Scripts: Write a script for your favorite T.V. programs, a story from the basal, or a story created by the learner.

Menus: These can be written for fast food places, ethnic restaurants, a restaurant created by the class, or a menu for a group studied such as dinosaurs or Indians.

Trip Guides: Have students write a guide for a trip to a neighborhood, city, or special place such as Disney World.

Newspapers: Create a newspaper giving jobs in reporting, editing, and layout. Refer to a real one using stories of interest to your learners, comics, and ads, especially grocery ads.

Follow Directions: Do activities requiring directions such as treasure hunts, following recipes, and scientific experiments.

Lists: Make lists of ingredients, props, materials for an experiment, things around the classroom.

In all activities, get parents involved. They can be editors, contributors of supplies, resource people, book makers, the audience, etc.

Announcement

As we mentioned to many teachers, we'll collect **standardized test results** from last Spring or this Fall for each of your learners in January. If you can collect the results and have them ready for us when we come, it would be greatly appreciated.

CONSULT-I (R) READING

OHIO PROJECT NEWSLETTER

Vol. I, No. 3 February 11, 1992

In This Issue...

- *Classroom visits* p.1
- *CONSULT on Channel 9* p.3
- *Focus for Instuction* p.3
- *Motivational Strategy* p.3
- *Illustrated Poetry* p.4

Classroom Visits

We may have awakened in Akron on our first day of January visits with our spirits low, but you soon had us revitalized as we observed your classrooms and heard about all of the wonderful happenings that are occurring with your learners. We had gotten a peek from reading the anecdotal records but having children read their own books to us, feel free to ask us for help with their assignments, and glow with pride as they contribute to class discussions demonstrated to us that changes in affect, attitude and success are taking place.

While we may have cried in Cleveland when reading a fourth grader's poems (no child should have to know the terrible things he does), we celebrated the ability he has in expressing himself with poetry.

We also rejoiced in the artistic ability of another fourth grader who is creating intricate drawings and then writing a story for them. P.S.- The artist and poet are now working to create a book which should be ready for publication the first of February.(see back page)

Our trip to Toledo was canceled at the last minute due to a snow storm. We are looking forward to being there on the 14th of February.

SPRING INSERVICE SCHEDULE

March 27th
Columbus

April 2nd
Akron

April 3rd
Cleveland

April 10th
Toledo

April 24th
Cincinnati

BEST COPY AVAILABLE

Classroom visits continued .....

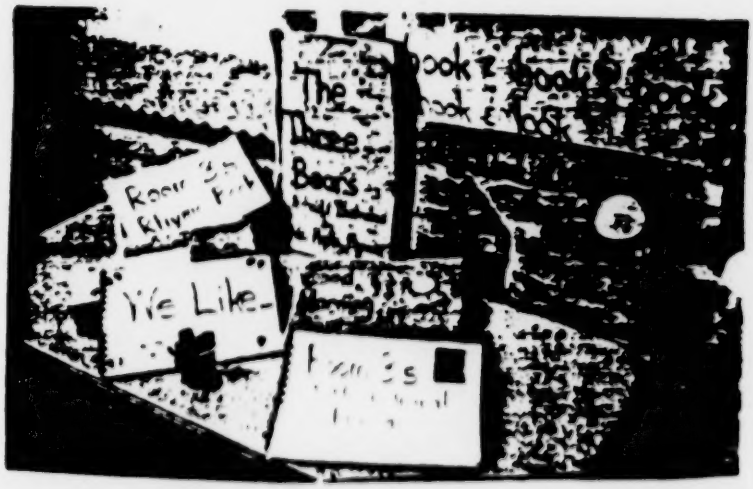
What a surprise in Columbus to discover as we watched the news Friday morning in our motel that school had been called off for a snow day. All of those wonderful teachers graciously came and spent two hours with us that morning. Even though we were not able to visit the learners in the classrooms, the inservice was rewarding. Thank you.

A first grade room we visited in Cincinnati had children writing on individual slates. These are wonderful as it is so easy to make changes.

As soon as we were seated in the next room, two of the CONSULT-I (R) Reading learners came over to us to share the class books, especially the pages they had contributed. They were so proud of their work.

Another room of learners were busy completing their puppets to use with their individually written verses to the song, "Galump went the little green frog one day." There were grasshoppers, pigs, cats, bees, and dragons. The children were excited about sharing their work with us and singing for our entertainment.

Highland Elementary, Columbus



Millvale Primary, Cincinnati

Highland Elementary, Columbus

"Channel 9" To Feature Cincinnati CONSULT

On our arrival at Millvale Primary School in Cincinnati, we were greeted by Channel 9's reporter, Ellen Schuman, and a cameraman who were there to tape a segment on the CONSULT-I (R) Reading Cincinnati Project. The TV crew set up the camera in a third grade classroom; interviewed Dr. Newman and Sean McCauley, the classroom teacher; and taped a lesson with one of the learners. We were pleased to have Representative William Mallory also drop in that morning.

They also taped the third graders reading the books they had written to first graders. The books were placed on third graders' desks. When the first graders arrived, they chose a desk. After hearing their first choice read by the author, the pairs shifted. Before it was time to return to their own rooms, the young authors had shared their books with three listeners. What a wonderful way to increase self-esteem and motivate both groups of learners!

Focus For Instruction Helps Learners Succeed

Many of you commented that you were more aware of the characteristics and needs of your learners as you proceeded through the CONSULT-I (R) Reading program. The recommended focus for instruction appeared to be on target for each child. A reminder: the focus is recommended as the most likely to help the learner succeed. It does not necessarily address a learner's weakness. For example, if the recommended focus is functional language, this means that strategies such as letter writing, following directions, and planning trips will bring the learner to success the most effectively and efficiently. He may or may not have poor skills in those areas.

Reminder: Please send us your affect, attitude and success matrices.

An Excellent Motivational Strategy

When we visited Akron, an interesting progress chart was shared with us and we would like to share it with all of you. It seems to be a wonderful motivational strategy. On it there was room for 10 assignments (a story to be read and vocabulary words to be learned). A learner took his/her reader home with the chart two or three times a week and had someone older (parent, grandparent, brother, or sister) listen to him/her read. When the assignment was completed, the parents signed the chart and wrote comments, if desired. The next day the chart was returned to the teacher and a sticker was placed on it. When the entire chart was filled, the learner received a treat.

The teachers found this extra practice making a significant difference in the learners' reading skills. They also did not have any complaints from parents about grades as parents were aware of their child's progress.

ILLUSTRATED BY
EUGENE DRAKE

"Mr. Bo"

Mr. Bo lives right next door
He is very old, and he walks with the help of a tiny pole.
Some say he has very little food to eat and most of the time
His house has very little heat.
Everytime I see him he says hello
He is a happy and jolly little fellow
Sometimes he seems so blue
Maybe it is because he has nothing to do
Mr. Bo I am glad you live next door.

- Randy Smith -

"A Fool in my School"

Teachers say he is lazy, but I say he is crazy
He wears red and brown tennis shoes, and never follows
The school rules.
He's always says he is right,
But he is always in a fight
He will tell a lie before you can bat an eye
He walks around and acts so cool
But he is still just the school fool.

- Randy Smith -

ILLUSTRATED BY
EUGENE DRAKE

"My World"

Can't sleep at night
Because you are afraid of the rats and the roaches
Can't sleep at night
Because your neighbors are cursing, fighting or fussing
Can't sleep at night
Because the sound from an ambulance or police car up
and down the street.
Can't sleep at night
Because of the sound of bang, bang, bang, from guns echo
in the still of the night
Because I have no bed to lay my head.

- Randy Smith -

ILLUSTRATED BY
EUGENE DRAKE

CONSULT-I (R) READING

OHIO PROJECT NEWSLETTER

Vol. I, No. 4 March 12, 1992

In This Issue...

* *Focus Definition Refinement* p 1
* *Upcoming Inservices* p 2
* *Participant Facts* p 2

SPRING
INSERVICE
SCHEDULE

March 27th
Columbus

April 2nd
Akron

April 3rd
Cleveland

April 10th
Toledo

April 24th
Cincinnati

Focus Definition Refinement

It was suggested by an evaluator that we refine our focus definitions to help teachers classify strategies more easily. The following draft of definitions is included for your input. If you have suggestions or questions, please bring them to the next inservice.

Comprehension is the ability of the reader to understand and interact with the author. Reading can be defined as comprehension of print and without comprehension the learner is only decoding. Comprehension is usually associated with the skills of identifying the main idea and supporting details (literal), making inferences (inferential), and drawing conclusions, making judgments, and evaluating (evaluative).

Functional language is that which is used in everyday real life situations such as reading street signs, following directions, writing letters, filling out forms, and reading menus.

Games are any published, student or teacher made activity which offer friendly competition against another or oneself.

Interest of the learner must be the focal point of any activity in this group. For example, if the learner is interested in cats, then reading material offered to the student should concern cats. Writing activities should also reflect the learner's interest.

Language experience involves use of the learner's own language and experiences. It is usually a story dictated by the learner from his or her own experience which is written down by the teacher, tutor, or aide. It can then be edited and published, if desired.

Motivation involves activities that stimulate or provide incentive to the learner. Extrinsic rewards may be a part of the activity, especially in the beginning. Intrinsic motivation is obviously the most desirable final outcome.

Self-concept enhancement involves activities that boost the self-esteem of the learner. They usually are designed so that the success of the learner is assured.

Study skills are those activities which help the learner to manage his learning in a way that is the most effective. These may include organizational and time management skills as well as note taking and outlining.

BEST COPY AVAILABLE

Upcoming Inservices

We look forward to our last set of inservice meetings with you. The inservices will include instructions for year end assessment of the program and learners. Please bring to the meeting information on which learners are served by other programs as well as CONSULT-I (R) Reading.

We will also be asking you to share highlights of your work with your learners. We would be especially pleased to have copies of any learner products that are a result of this program.

Participant Facts

We have begun to collate and analyze the data you have been giving us through the year. Here are some interesting facts about the schools, teachers, and learners that have participated in CONSULT-I (R) Reading Ohio Project.

The teachers who have been involved this past year have an average of 13 years of teaching experience with a range of 2 to 32 years experience. Most teachers have Bachelor's degrees in elementary education and some have additional majors in areas such as home economics, industrial relations, English, mathematics, art, dance, special education, and early childhood education. Four of the teachers reported having Master's degrees.

Five of the six schools contain grades kindergarten through sixth; the sixth school contains preschool through third grade. Of the four responding schools, minority enrollment in the schools varies from 25.9% to 98.65% with an average of 70.4%. Total enrollment varies from 436 to 539 with an average of 482. Parental involvement includes classroom volunteers, tutoring programs study skill seminars, toddler story time, and parent-teacher organizations. Special programs for students include tutoring, computer labs, "caught you being good," grade level luncheons, the Read-to-Succeed program, and various clubs.

There are 134 learners who have been involved in the CONSULT-I (R) Reading project (some of the original 125 have moved and been replaced by others).

LEARNERS BY GRADE

Grade	# Learners
1	40
2	37
3	21
4	25
5	11

LEARNERS BY RACE

Race	% Learners
Afro Amer.	60
Caucasian	32
Hisp., Asian and other	08

Single parent families are represented by 51% of the learners, two parent families 35%, and other living arrangements 14%. Forty five percent of the learners were read to regularly before school enrollment and 42% were not. For 13% of the learners teachers had no evidence or were unable to judge.

CONSULT-I (R) READING

OHIO PROJECT NEWSLETTER

Vol. I, No. 5 May 11, 1992

In This Issue...

* *Reflections on the Year* p 1
* *Spring Inservice Highlights* p 1
* *Letters from Columbus* p 2
* *Growing Strategy Seeds* p 3
* *"My Neighborhood," Poem* p 4

Reflections on the Year

What a wonderful, stimulating, challenging year this has been as we have worked with the CONSULT-I (R) Reading Project in Ohio. We have met teachers open to new ways of teaching and reaching their learners, principals supportive of our efforts, and, of course, the children inspiring us all to greater heights.

The year has flown by and now we wish to thank you all for your willingness to learn, to grow, and to participate in this project. Although at this time we don't know the final results, from all that we have heard as the year progressed, we are aware of many positive changes in both learners and teachers. We hope that the changes that have occurred will be ongoing and that all of us will be better teachers and learners from our experience this year.

Aufwiedersehen.

Highlights from March-April Visits and Inservices

Our first stop on this round of visits/inservices was Columbus on March 27 (and, yes, there was snow again on the ground in the morning). As we went from the first grade classroom where children were "reading round the room" up through the grades to grade five where the teacher was sitting in her rocking chair reading a story of intertwined fairy tales to the children gathered around her on the floor, we saw the results of many wonderful activities. The second graders shared their rewritten stories of the "Shoemaker and the Elves." The third graders shared their lists of books read and retold some of the stories. One of the group had read 35 books! They also presented us with the letters they had written to us (see page 2). The children in the fourth grade shared their projects with us and the rest of the class. In the fifth grade room we saw construction paper jelly beans covering the walls of the room which represented the many books read by the class. We also saw the projects which were a result of their study of the Impressionist artists.

Our second stop was in Akron on April 2. At the first school we found second graders in one classroom practicing cursive writing on individual slates. As they finished each section, the entire class held the slates up for

(continued on page 3)

Letters from Columbus third graders to "Indiana," 3/26/92

Dear Indiana,

I think reading is great. I learned to put personality in my reading. My favorite book was Will I Have A Friend. It was a nice book. I think reading is the important thing in school. I think about reading and helping us. I rely rely enjoy it.

Your friend,
Cristina

Dear Indiana,

I think reading is fun. and you could be a good reader and when you grow up you could be a very good reader. and it is not boring. And I saw a very good basketball book. And a very good football book. And I liked a week with windell. and raft rides away. and happy winter and one fish two fish three fish four fish and five fish. I play sports and I play games. And only games I like is football and basketball.

Your friend,
Damien

Dear Indiana,

I think reading is very important. I thot it was fun. I learned a lot. I learned about Energy. I thot it was nice. I liked the names. If I had money I would share the money.

Your friend,
Christina

Dear Indiana,

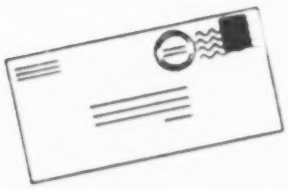
I think reading is very nice. I haved thought reading was going to be boring. But now I know it is fun to read. I hope you know that we have to know we need reading. My favorite book is Clifford's Manners. That is a nice story. I have leared to read more. I go home and read every day. Thanks you for your help.

Your friend,
Tiffany

Dear Indiana,

I think reading is not boring. I like the book about Katherine's Doll. Because first Katherine was nice to her friend, then she got mad at her. And when she went out to skate in wich she pushed her down. That was my favorite story. I like it alot.

Your friend,
Lilah



(Continued from p.1)

the teacher to check and then erased their work and went on to the next letter. This teacher also uses the slates in math so she can easily check the progress of the class.

The children in the second grade classrooms we visited at the other school in Akron were involved with several games which the teachers had made during a summer class offered at one of the local universities. The children seemed to be enjoying the games and carried on in a lively, competitive spirit.

The next day, April 3, we found ourselves in Cleveland. Unfortunately, standardized testing was in progress so we did not get to visit the fourth and fifth grade classrooms. The teachers did share many of the products and stories that were a result of CONSULT-I (R) Reading. We felt empathy for the fourth grader who wrote about his dream for his neighborhood (see page 4) and delight in the artist's story written to accompany his detailed drawing.

The following week on April 10 we stopped in Toledo. Three of the four teachers involved in the CONSULT-I (R) Reading project work with their learners after school in a special program. Bookmaking and pen pal letters appeared to have made a big hit with these children in the primary grades.

Our last stop was in Cincinnati on April 24. We listened to choral reading from the basal in some of the first grade rooms, saw an extension project which involved painting rainbows from written instructions on the board in another first grade room (we even found ourselves accidently decorated with paint by some of the exuberant artists), and listened to third graders read from trade books. They were so glad to have someone listen to them read.

Growing Strategy Seeds

One of the rooms we visited this Spring contained several learner-made charts about growing plants and the actual plants the children had grown from different kinds of seeds. This demonstration reminded us of all the growth we have seen from the strategy seeds we have planted during the year.

One teacher greeted us with the statement that this program is "weird." She went on to say that in the fall she did not really know the students very well when she had completed their profile sheets, but as the year progressed she got to know them better and found all of the CONSULT-I (R) Reading recommendations to be exactly on target. This teacher has also found the program helping her to become a more "modern" teacher.

Another teacher exclaimed that she would never go back to her old ways of teaching. She said this program and the projects she has had to carry out for a university class have convinced her to completely change her teaching methods.

Teachers have commented about the precious insights they have been able to gather from others in the same school during our inservices. They greatly value this sharing time which normally is not available during the regular school year. They now have students from separate classrooms work together on projects. One teacher saw many good things happening in the classroom next door and through this program felt free to ask that teacher how to implement these ideas.

My Kind of a Neighborhood

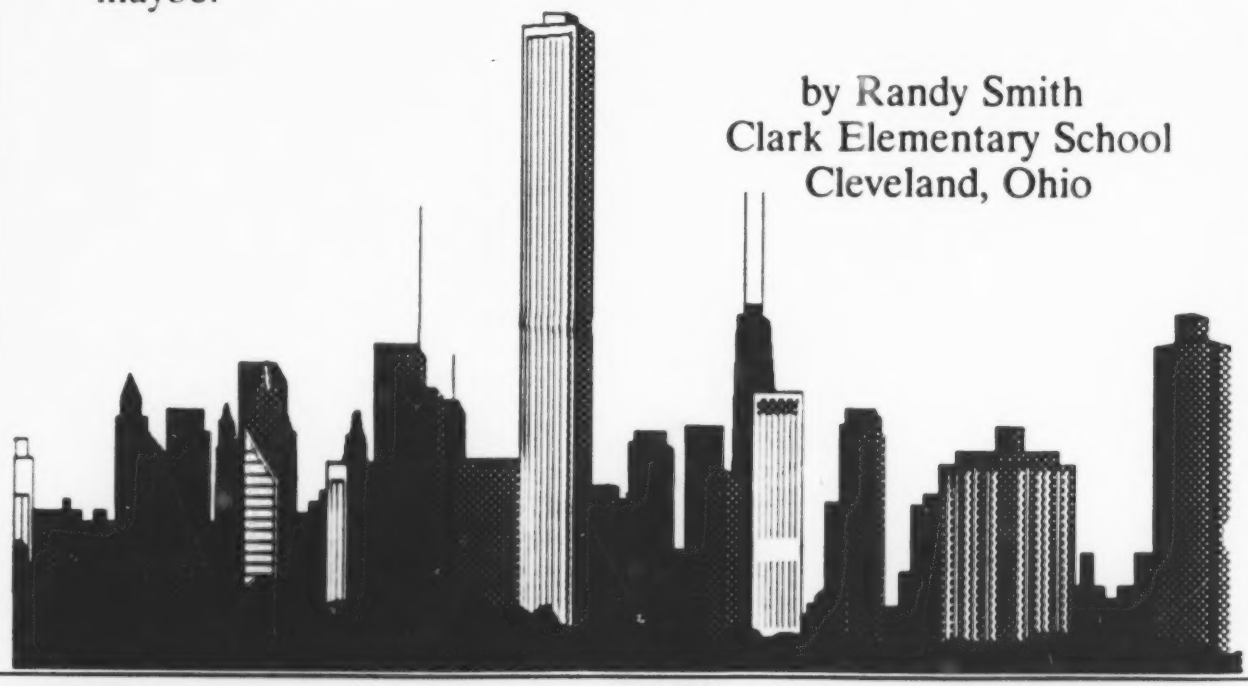
Houses that are brightly painted with pretty green grass and flowers. Apartment buildings without broken windows, stores that sell fresh fruit, food, and vegetables.
Schools that you could walk to instead of getting up early to catch "old yellow."

A neighborhood where people are not afraid to sit on the porch in the daytime for fear they may be shot by a passing car.

A neighborhood where old people, young people and children can walk down the street without being threatened by gangs or force to sell drugs by a drug dealer.

My kind of neighborhood is where people love respect and treat everyone the same no matter what color they maybe.

by Randy Smith
Clark Elementary School
Cleveland, Ohio



CONSULT-I (R) READING OHIO PROJECT

AFFECT, ATTITUDE, SUCCESS WORKSHEET

Affect - How one feels

Attitude - The mental position one takes

Success - One's state of attainment

likes	confuses directions	poor attention span
curious	positive self esteem	sad
capable	worries	bright
eager	upbeat	tries
optimism	if she chooses	disorganized
wants to do well	plays (not works)	applies herself
stays on task	doesn't follow directions	

Consult-I (R) Ohio
Strategy Recommendations
Cincinnati, Nov. 26, 1991

LE SC FUNC

INT

25 INT LE MOT FUNC

SC LE FUNC

INT SC LE

Learner 4321

Appendix N

Consult-I (R) Ohio Project Anecdotal Record Form

Recommendations: INT 1st 2nd SC____ MOT 1st 2nd FL____ LE____ SS____ G____ C____

interests, self-concept enhancement, motivation, functional language, language experience, study skills, genre, comprehension

Strategy Recommendations Represented			Evaluation (+ ✓ –) of Results of Strategy	
Date	Description of Strategy			Description of Results
1/27	Read text story "Katzimo" about friendship and challenge. Created 5 worn scene/art, wrote poems of friendship. Typed poems on computer.	Mot	✓	- struggled through story, but was interested in it - (buddy reading for support)
		Mot	+	- worked on art project diligently, did a hurry up job of poem, but was somewhat more motivated to type on computer
	reinforced story, she read & then read to her -	Mot	+	- tutor - loves Senior Citizen! Loves to work with her!
	SSR	Int	✓	has been concentrating more on reading during these periods.
	jelly beans/ charts	Int	+	fourth on attention span for this activity noted
				- has kept up on records very well!
2/3	Worked on silhouettes of self	Mot	+	- worked carefully - not particularly talented in art, but lately has turned task it's important to "do it right" has "pride in work"
	Wrote poems about "Me"	Mot	+	- Me poem was a "hurry-up job" at first as usual, but then returned to work on it
	Text story "Heroine of Kapetu" Wrote about heroes, shared w/ 1st graders	Mot	✓	
	SSR	Int	+	- continues to keep careful track. Periodically shows me her records
	Charts	Int	+	
2/10	Continue to work on DepARTures projects	Mot	+	She struggles at writing but tries very hard. Never demonstrates a "quitter" attitude
		Int	+	She writes on her own! (She's reluctant to sketch) Eager to share her writing
	Began choosing research topics for Social Studies	Mot		has not made a decision yet, has looked at some books (they above her level & I have pointed her in other directions
		Int	✓	

** NOTE: ATTENDANCE HAS DRAMATICALLY IMPROVED!

BEST COPY AVAILABLE

Learner 4304

Consult-I (R) Ohio Project Anecdotal Record Form

Recommendations: INT____ SC 12% MOT 35% FL 25% LE____ SS 15% G____ C____

Interests, self-concept enhancement, motivation, functional language, language experience, study skills, games, comprehension

Strategy Recommendations Represented			Evaluation (+ ✓ –) of Results of Strategy	
Date	Description of Strategy			Description of Results
2/17	Continues to read in interest area	Mot	+	Shares much of what she's read - Comprehension is good.
	Worked on Hero story	Mot	✓	Completed 1st draft + edited/ revised; shared story with Mrs. R.
		SC	+	
	Reviewed how to use reference book - encyclo index	SS	✓	She could look up a topic, but lacked skill to finding X-ref'd topics. Is beginning to understand index + how to use it.
	SSR/ Charts	Mot	+	Progress + success
2/24	Field Trip to Cols Museum of Art	Mot	+	Wrote, sketched + shared! Very proud - Took sketchbook + notes upon return to share w/ staff members
		SC	+	
	Wrote letters to Museum personnel	FL	+	Required to write one, wrote three (docent, Mimi (host) + Museum Director of Educ.)!
	SSR + Charts	Mot	+	continues to read + share + record.
3/2	"Helen Kellers" teacher Prereading - chart	Mot	+	very interested in story; Added several Q's to chart on what we want to know -
	Wrote diary-type account of Annie Sullivan's days w/ Helen	FL	✓	adequate, into it but very weak job of it, Tries hard
				SD

BEST COPY AVAILABLE

Consult-I (R) Reading Ohio Project
Akron Anecdotal Records - Highlights of Results

Learner 1105 (Int 67, SS 11, SC 10)

Strategy - Interest:
[The learner] dictated a story [in which he was] interested to the teacher.
The story was about dinosaurs. [Later the learner] drew pictures and recopied pages for [this] book.
Result:
"The child is extremely excited about his book of dinosaurs. Is trying hard to illustrate accurately - has even looked in books from the classroom library to help his illustrations."

Strategy - Interests:
The learner listened to a Rap tape of addition and substraction facts while reading the words from a fact sheet.
Result:
"He loves to listen recite and read the facts while listening to the Rap with facts tapes."

Learner 1202 (Int 36, SS24, SL15, FL 13)

Strategy - Interest:
Vocabulary words for Corduory [were] introduced [and the learner] read the whole book silently at [his] seat.
Result:
"Excited about Literature book in reading group. Seemed to learn vocabulary words easily because of high interest."

Learner 1305 (SC 35, FL 26, INT 19, Comp 12)

Strategy - Self-Concept Enhancement, Interest:
Chose a book from the room library and did "book talk" from the chosen book with a small group.
Result:
"Was patient being last one - enjoyed activity - wants to do again."

Learner 1401 (FL 46, INT 25, SC 17, LE 11)

Strategy - Interest:
Listened to a tape and read along.
Result:
"Asked if she could go back and listen to story another time. Wanted to know if the library had any books like the one she read and listened to."

BEST COPY AVAILABLE

Learner 2101 (SC 62, Int 27)

Strategy - Self Concept Enhancement: (11/21/91 - 11/26/91)
Shared writing/bookmaking. Writes a story which I publish. Illustrates published book. Reads his book to class.
Result: (11/21/91 - 11/26/91)
Created story and pictures about Ninja Turtles and revised and edited with me. High interest. Very proud and motivated. On task. Seems proud. Shy about reading it but glowing with pride. Enjoyed comments from friends.

Learner 2102 (SC 86)

Strategy - Self Concept Enhancement: (11/25/91 -11/27/91)
Leader for Thanksgiving Program, "Turkeys on Parade."
Result: (11/25/91 - 11/27/91)
Very excited. Loves this poem. Likes the responsibility. Seems to feel proud.

Strategy - Self Concept Enhancement: (1/14/91)
Read aloud, Martin Luther King. Find one thing to add to what we know about M.L.K.
Result: (1/14/91)
High interest. As soon as I finished, his hand shot up and he proudly and animatedly recited his rendition of the, "I Have a Dream" speech. Also knew several other facts.

Learner 2104 (SC 79, Int 10)

Strategy - Self Concept Enhancement, Interest: (1/15/91 - 1/17/91)
Class book, I have a Dream.
Result: (1/15/91 - 1/17/91)
Worked happily on his page, sharing it with me when I came around. Not dependent on me as in the past.

Learner 2105 (SC 74, Int 11)

Strategy - Self Concept Enhancement: (11/14/91)
Shared writing, "I'm thankful for...," hall display.
Result: (11/14/91)
Finished #1. Confident about writing abilities. Made another and helped peers.

Learner 2501 (LE 59, SC 14, FL 13)

Strategy - Language Experience, Self Concept Enhancement: (12/4/91)
Dictated an original story into a tape recorder.
Result: (12/4/91)
Took responsibility for the machine very seriously. Story was short but well told.

Strategy - Language Experience: (12/5/91)
Participated in class sink and float experiment. Created graph and class book based on experience.
Result: (12/5/91)
Was very excited/motivated by experience. Actively reads class made books during free reading. Is becoming an excellent independent reader.

Learner 2503 (Int 36, LE 24, Mot 18, FL 15)

Strategy - Interest: (ongoing from 9/91)
Interests: U.S.S.R.
Result: (ongoing from 9/91)
Enjoys "playing teacher" by reading books to small groups.

Strategy - Interest, Language Experience, Motivation: (12/4/91)
Dictated original story into a tape recorder.
Result: (12/4/91)
Was very motivated. Actually told two different but related stories. Stories were much longer and more detailed than she normally produces when dictating to an adult.

Strategy - Interest, Motivation, Functional language: (12/20/91)
Followed oral directions to create a paper reindeer and a peanut butter Rudolph snack after singing Rudolph song.
Result: (12/20/91)
Thoroughly enjoyed both activities. Only asked for a little bit of help on paper reindeer. Showed more self confidence than usual.

Learner 2504 (Int 49, SC 33, LE 15)

Strategy - Interest, Language Experience: (12/6/91)
Participated in creating a class chart of holiday words and pictures to be used as resource in journal writing.
Result: (12/6/91)
Showed moderate interest in creating a chart, much more interest in using as a resource. Is beginning to write complete sentences more and more often in journal.

Learner 3101 (Int 99)

Strategy - Interest, Self-concept Enhancement:
Randy was encouraged to... write poem(s) about himself.
Result:
"He has read some of his poems out to the class. He was very happy when he found out that one of his poems was printed in the school newspaper."

Learner 3102 (Int 92)

Strategy - Games, Interest, Self-Concept Enhancement:
Eugene was encouraged to make up games about these skills: antonyms, synonyms and main ideas.
Result:
Eugene had fun identifying the main idea, synonyms and antonyms. He is very good at teaching the games to other students.

Learner 3201 (Mot 79, Int 13)

Strategy - Motivation:
Complimented Henry on his reading.
Result:
Tremendous improvement, he told me he has been practicing.

Learner 3205 (Int 51, FL 19, Mot 11)

Strategy - Interest, Functional Language, Motivation:
Joe wanted to put on a play - I put him in charge.
Result:
I was amazed at his organization with his cast and all of the props...Wow! He motivated the others.

Learner 4102 (Mot 47, Int 38)

Strategy - Interest: (11/01/91)
The Garden. Read story to them, then choral reading.
Result: (11/04/91)
Attentive to story - corrected me when I skipped a word.

Learner 4104 (FL 81, Int 13)

Strategy - Functional Language, Interest: (11/04/91 - 11/08/91)
Find Japan on globe and world map. Shared earth's rotation, night and day, seasons, etc. with him.
Result: (11/04/91 - 11/08/91)
Very interested in globe and map. Seems to like science and factual things.

Learner 4201 (Mot 55, LE 28, Int 13)

Strategy - Motivation: (9/20/91)
Divide class into three groups for choral reading of "The Boat," by James Marshall. One group reads what bird says, one group reads what animal in boat is saying.
Result: (9/20/91)
They especially liked the bird's part. This reading of the story was not so boring. Paid better attention.

Strategy - Language Experience: (11/11/91 - 11/15/91)
Writing descriptive sentences. A Good Home, by Laurene Krasny Brown.
Have children draw pictures of rabbit's friends giving him things such as a table, chair, rug, lamps, etc. Students will write a sentence that goes with the picture. Use descriptive words such as brown chair, red rug, etc. This is done on paper shaped like a house. Each child does a page. Teacher laminates and staples to make a lap book.
Result: (11/15/91)
Students are finding out that they can write. (Learner) takes more of a risk. Tries harder.

Learner 4203 (Int 89)

Strategy - Interest: (11/25/91 - 11/27/91)
Making a story map is the strategy. Class was divided into six groups.
Result: (11/27/91)
Took charge in group. Really was interested.

Learner 4301 (Mot 82, Int 15)

Strategy - Motivation, Language Experience: (10/21/91 - 10/28/91)
Class had decided to write fables and illustrate...used computer as incentive to finish.
Result: (10/28/91)
Facilitated revision and editing. Asked, "When can I do another story?"

Strategy - Motivation, Interest, Language Experience: (11/4/91)
Cam Janson and Mystery of Dinosaur Bones guided reading. Made dinosaur shape book with dinosaur facts.
Result: (11/4/91)
Asked for more titles of Cam Janson series! Asked to share book with other staff. Took book home.

Strategy - Motivation: (10/21/91)
Charting (fables read) - writes for teacher - very motivational.
Result: ongoing
Makes sure she reads so she is prepared to do chart for me.

Learner 4304 (Mot 32, FL 22, SS 15, SC 12)

Strategy - Motivation, Interest: (11/4/91)
"Just say no to Drugs" essay. Wrote an essay and plan for contest, typed on computer, read many books to prepare for writing. Role played, "saying no."
Result: (11/11/91)
Won essay contest! Self-esteem is excellent!

Learner 4305 (Mot 99)

Strategy - Motivation: (10/25/91)
Wrote a good journal, "What the Lunchroom Needs." I read it aloud - had him read it. Lunch lady wanted a copy. He shared with other teacher and Mr. Rader.
Result: (10/28/91)
Very proud of work! Asked for Xerox copies for Mom, etc.

Learner 5201 (SC 99)
Learner 5202 (SC 61, LE 36)
Learner 5204 (SC 98)
Learner 5205 (LE 73, SC 20)

Strategy - Self-concept enhancement: (10/22/91 - ongoing)
We share the books we write with the school over the P.A.
Result: (10/22/91 - ongoing)
This promotes self-concept by allowing the students to be in the spotlight in a positive way - sharing - part of a group.

Strategy - Self-concept enhancement, Language experience: (10/22/91 - ongoing)
Book making. We use this activity often. It is part of our normal school day for all subjects...We have made pumpkin books and are making Santa books and fruits and vegetable books. In making the fruits and vegetable books we are also doing some taste testing as an extension and reinforcement activity to add new and exciting words to our vocabulary.
Result: (10/22/91 - ongoing)
This activity is great. The students dearly cherish their books and enjoy making them. We should have our own small libraries by the end of school. Each student is anxious to contribute to our books.

Learner 5305 (Int 75, Mot 11)

Strategy - Interest, Language experience, Motivation: (10/22/91 - November)
We went through the writing process by brainstorming, pre-writing, first draft, sharing, editing, and publishing. We decided as a group during the brain storming session to write about the experience one might have if one were only six inches tall. Crystal has completed one story and made it into a book, with a front and back cover. She needed a lot of encouragement to keep at it and keep revising it until it was "mistake free." She has put it on our library shelf to be read by others.
Result: (10/22/91 - November)
Crystal was very proud of her completed book. She often quits in the middle of things, and even though the book took her almost seven sessions to complete, she realized a great sense of satisfaction when it was done. She literally beams when others check out her book to read.

Learner 5401 (Mot 81, SC 16)
Learner 5402 (Int 34, Mot 33, SC 25)
Learner 5403 (Int 46, LE 24, Mot 20)
Learner 5404 (Int 86)
Learner 5405 (LE 67, Mot 11, Int 10)

Strategy - Motivation: (ongoing)
Games: I have several vocabulary/sight word games such as concentration or generic board games to use with sight word flash cards. Students are invited to use these during before school time and when their seat work is completed.
Result: (on going)
Tamika has been able to increase her sight word vocabulary. Rakila has been working with Tamika "peer teaching." This has increased both learners' self concept.

Strategy - Motivation, Interest, Self-concept enhancement, Language experience
(12/2/91 - 12/12/91)
Book making: After reading "Q is for Duck," students made a class book thinking up new sentences for each letter of the alphabet and illustrating their pages.
Result: (12/2/91 - 12/12/91)
Students were proud of this book. They read their own pages to the class, and we shared the book with the other class.

Learner 5501 (FL 42, SC 29, LE 18)

Strategy - Self-concept enhancement, Interest, Language experience: (11/19/91)
After studying plants, I decided to have students record what they learned from the unit. Michael began to write his own book about his experiences, bringing in seeds for a chart and a potato and an onion to root. He still checks them weekly.
Result: (11/19/91 - ongoing)
Michael not only wanted to write about plants, he also wanted to draw pictures and print his experiences from what he learned on the computer. He motivated others to compile a book about plants.

Learner 5505 (SC 99)

Strategy - Self-concept: (12/5/91)
Amanda is very quiet and doesn't like to express herself verbally. She was given paper, pencil and crayons and asked what she learned about plants.
Result: (12/5/91)
She wrote many interesting facts about how plants grow. She even asked to read it to me.

CONSULT-I (R) READING

LITERACY, MUSIC, AND ART

Many of you mentioned a child's love of art and or music during our last visits. I was reminded of some presentations at various International Reading Association Annual Conventions. When I went back to my notes, I found some wonderful materials to share with you. Some of the children's work that was shown at the Levi and Laycock presentation is attached.

Literacy, music and art are made with patterns and therefore the use of one reinforces the others. Children, especially, react positively to patterns whether in a simple song such as "Old McDonald," in a predictable book such as "It Didn't Frighten Me," or in works of art such as African masks. Introduce them to the classics such as Beethoven's "Fifth Symphony," Saint-Saens' "Carnival of Animals," Shakespeare's plays and sonnets, or the classical architecture of Greece and Rome.

Composition in the sign systems of literacy, art, and music is a similar process. The pattern may be established and then improvised upon. As the sign system is mastered, the improvisations become at the same time more complicated and more individualized. Levi and Laycock suggest that there are five steps in composing:

* exploration
* rehearsal
* idea focus
* composing
* editing.

Exploration is done with tools such as paints and brushes, xylophones, or paper and pencil. Rehearsal consists of the incubation of ideas discovered during the first step. The third step, idea focus, occurs when one idea is chosen along with the format. During the composing step the idea is reconciled with text whether art, music or writing. The last step, editing, takes place as intentions are clarified.

Elizabeth Metz, January 1992

Reference

Levi, R. & Laycock, R. (1989, May 2). Composing: Creating Dialogues Across Communications Systems. Presentation at the Annual Convention of the International Reading Association.

Third to music
Tune (no title)

SECONDARY PROGRAM

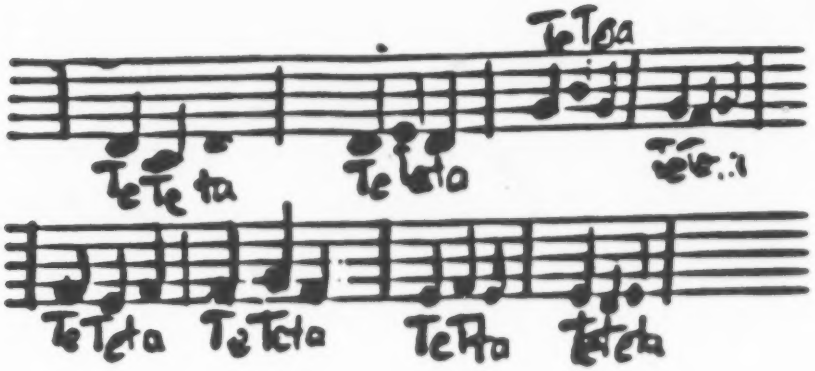
KATE'S PROTOCOL AND POEM

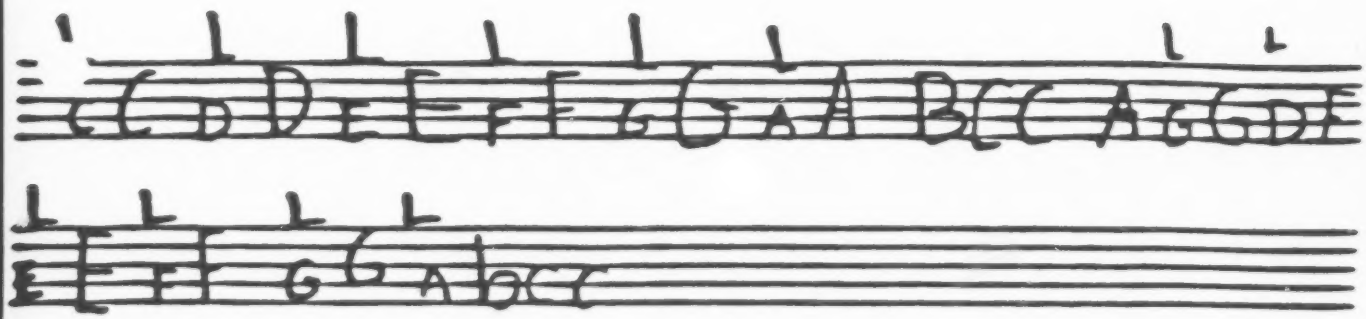
Kate's protocol No. 3

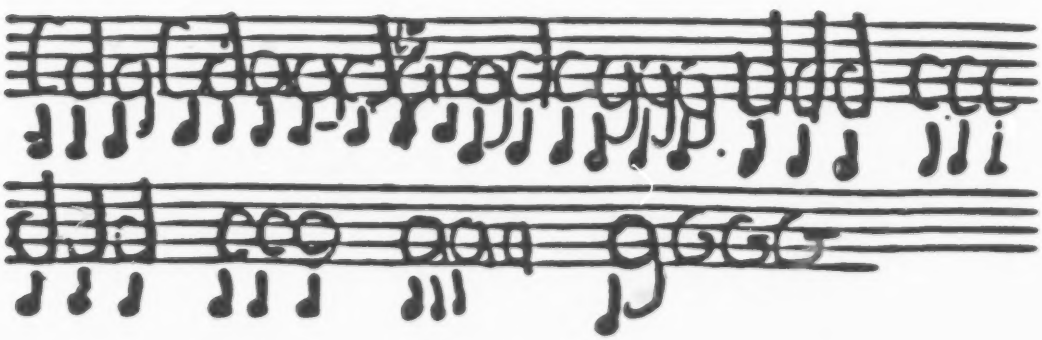
I know this piece, the planets maybe eerie
silent yet there waking in the morning dew
on everything sun mysteriously rising
spaceship into scene star trek
fade in and out discovering a
new place, eerie what's there
floating down alien being unsure
of what's seen picture in head
is senseless falls asleep but then again
something creep up on sleeper, beanstalk
croving voices without words calming
peaceful I've heard this before can't
remember which planet. How does someone
think to write this voices etherial
rising to heavens I have to sneeze
disonance resolved drifting away
sounds like different keys
drifting drifting drifting
fade fade sleepy very
its no definite ending just
fades away leave awe struck wow!

Kate's poem Peace sweeps over me, engulfing self,
Gently stroking my soul.
Eerie feelings of calm and tranquility invade.
I am taken over;
My body floats.
Rising towards the heavens
I drift into eternal sleep.
I hear voices of angels;
They envelop my being.
I drift further and further,
Fading from life on earth
to life ------elsewhere.
I dim and vanish.
I am one with the Universe.
I am gone.

BEST COPY AVAILABLE

Kyler's Composition

Glen's Composition

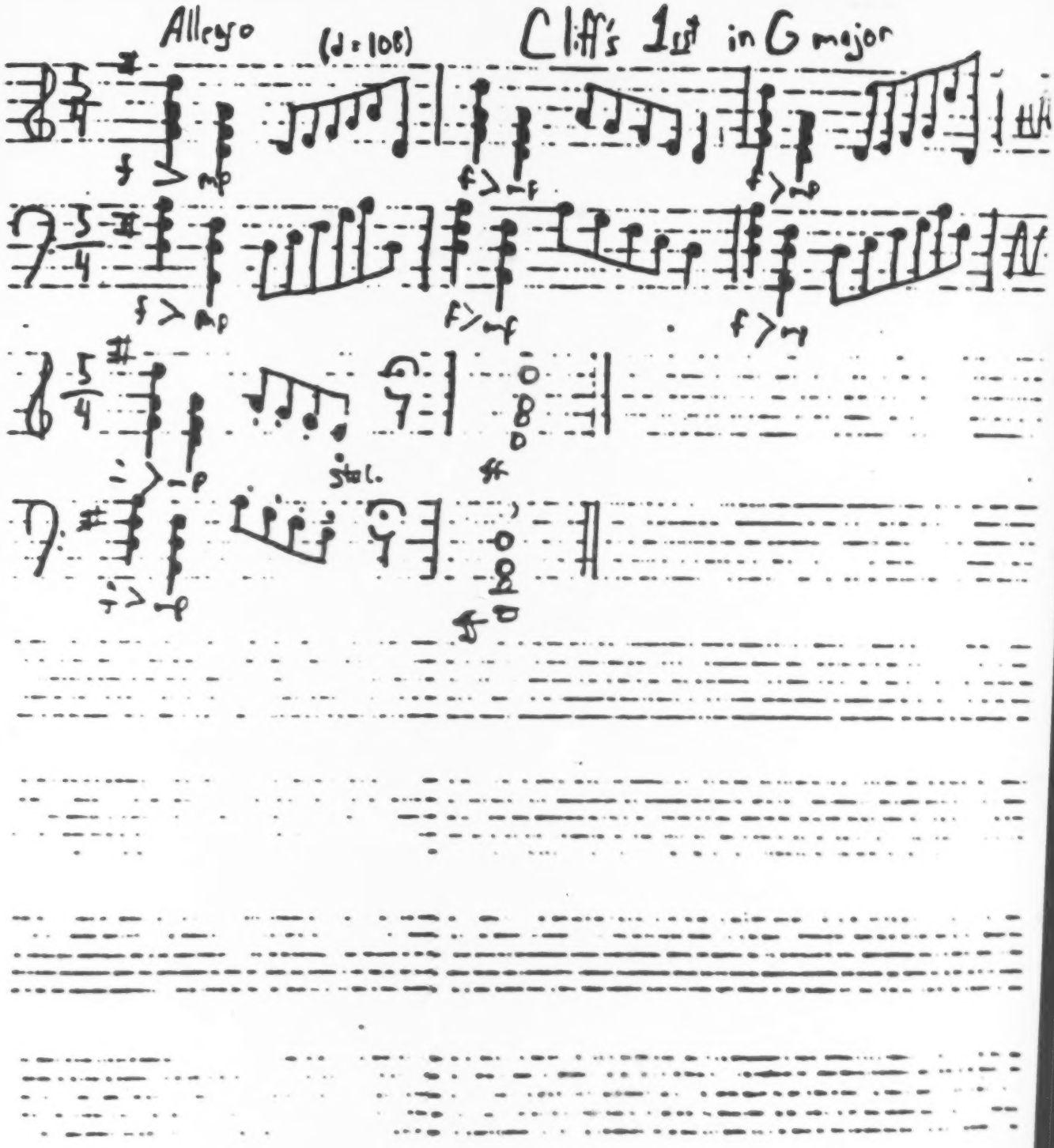


Robert's Composition

CLIFF'S PROTOCOL AND MUSICAL COMPOSITION

Protocol # 3

I know this song! Gustav Holst the Planets.
I don't know wich one yet.
I love it. Harps are such a weird instrument.
I still don't like flutes very much. My back has been sore for a couple of days.
I think this is Venus the Mystic or something like that.
I'm going to sneeze. I have this tape in my locker.
The bells are really neat but I don't like Sharron Day.
I love the wordless chorus in this. i would love to hear this performed.
This stand is hard to write on.
I can just picture clouds and light shining through it. I need to blow my nose. I could fall asleep to this song. Holst was a weird man.
I love the ending, it just fades away to nothing.

BEST COPY AVAILABLE



BEST COPY AVAILABLE

Jay's short story No.2

The Days of Old

Images still flash through my mind, now even at the hour of my death. Images of the maiden so fair whomst I loved so long ago. Her beauty was so great that pixies, slyphs, and nymphs were all envious of her, and she was mine. We met as children, and a fire flarred in her eyes when I was near. Truly, it love. Though, many were jealous, friend and foe alike. In fact, my best friend, a knight so bold, was the most envious of us. And with me, a coward in many books because of my love for peace, he thought she deserved better.

One morning as the early sun broke the spell of night and lit up the dew sprinkled plains my maiden lay sleeping under the comfort of the oldest and largest tree in the field. But before the warmth of the rays could fall upon her content and tramquil body, Nemiac, my friend The Knight, was upon her. He carried her away to the dege of the highest cliff in the land. Hearing her screams I rushed to her aid. I arrived in time to see Nemiac hurl himself over the edge, apologizing until we were out of sound range. Seeing Anit, my love, crying, I embraced her and attempted to console her. It was to no avail. She was hiding something, but with(sp) distressed as she was I decided not to push it. I carried her home and she kissed me professing her love for me over and over.

We retired early that evening and my sleep was filled with images of Gilgamesh, the great foreteller of doom from the Old Testament. When I awoke the air was cold and still even though the sun wqs almost at its high point. I rolled over and caressed my love. Her body was cold and lifeless. I now underatood why Gilgamesh had appeared to me. I began to fill with remorse but before I could cry I rushed Anit to the Great Healer. He could do nothing, a slow action poison had run its course and she was dead. She had known of the poison, but to prevent from worrying me she said nothing. I wailed many a night after that. I realized that no poison had killed her but love did, a love so great it make all involved content with what ever was happening, but to those not involved it

BEST COPY AVAILABLE

turned into Teiresias.

Now as I draw my final breath, I pray that her love is still as strong, and that we might be together when my heart stops and my lungs breath no . . .

A CHOCOLATE CURRICULUM

Elizabeth Metz and Sandra Franke

Fall Language Arts Conference
Indiana University
1990

OBJECTIVES OF CHOCOLATE CURRICULUM

The learner will become interested in many aspects of chocolate.

Through reading, writing, and discussion, the learner will become an "expert" on chosen topics concerning chocolate.

The learner will enjoy reading fictional literature that focuses on the theme of chocolate.

The learner will become aware of how chocolate is used in his/her environment.

The learner will choose and prepare a chocolate recipe.

The learner will become a business person and manufacture, sell, and record accounts of his "chocolate store."

The learner will have fun while learning.

CHOCOLATE ACROSS THE CURRICULUM

READING

Literature circles

Non-fiction informative reading

Reading labels, boxes, packages, etc.

Outside reading contest

Literature extension projects

Reading instructions

Reading and following a recipe

Reading a map

LANGUAGE ARTS

Information gathering and note taking

Organization and outlining

Writing a report

Writing stories

Keeping a journal

Writing poetry

Literature notebooks

Writing instructions

Writing letters

Writing story problems

Writing a science experiment

Writing a recipe

Writing and making environmental books

MATH

Writing and solving chocolate story problems

Making and reading graphs

Calculating calories

Comparing prices

Making change

Accounting for booth at chocolate bazaar

SCIENCE

Writing an hypothesis/ lab experiment

Keeping a log with data

Drawing conclusions

Writing lab summary

Comparing/contrasting ingredients of chocolate products

Making chocolate products

GENERAL OUTLINE

Day 1	Introduction of unit by using webs Book talks Begin new Read Aloud novel Discuss outside reading contest and make invitation
Day 2	Learners sign up for novels or research group Environmental Print Bulletin Board/Display, invitation Learners are given a personal "Chocolate Journal" to use throughout unit
Day 3	Post large world map, begin geography project Literature groups begin
Day 4	Research group begins Strategy lesson - gathering information, taking notes Begin science unit on health and nutrition
Day 5	Strategy lesson - using imagery to write poetry Strategy lesson - (science) compare, contrast ingredients of chocolate products
Day 6	Strategy lesson - (math) writing story problems
Day 7	Introduce "Chocolate Times" and make invitations
Day 8	Chocolate demonstration - Mrs. Rust Strategy lesson - (science) writing an hypothesis and experiment to test it
Day 9	Art project - designing advertisements Strategy lesson - making an outline
Day 10	Strategy lesson - writing concrete poems
Day 11	Layout editors begin work on first issue of "Times" Strategy lesson - (math) making a graph
Day 12	Strategy lesson - calculating calories
Day 13	Research "booklets" are due Distribute first issue of "Times" to other classrooms Strategy lesson - explorers who brought back cacao
Day 14	Literature extension projects are due Begin issue 2 of "Times"
Day 15	New research and literature groups are formed Perform science lab experiments
Day 16	Strategy lesson - reading and writing instructions

LEARNER PROJECTS
(Samples)

Grandma Visits the Little Ones
by
Eugene Drake

Grandma is going to visit her son and grandchildren. Her train has just arrived from West Virginia.

Grandma has just arrived from the train station. The grandchildren are excited because they know she will be bringing many wonderful gifts.

When they got back they took their clothes off. They put on their play clothes and went out to play hide and seek. They had much fun with their grandma.

The little boy was making a sand castle. The water was running in and out. The little boy Tom wondered if grandma would tell them her home. They could hardly wait until she saw the sand castle.

When they went to school they were thinking about their grandma. While sitting in their class, they wondered what was their grandma's name. James and Lisa had detentions for falling asleep. When they got home, their father asked them why they were late coming home.

Grandpa was getting ready to go work. They rushed in to say goodbye. They would miss grandpa and wanted him to hurry and come back. They knew grandma would be there soon.

Grandma was handing out gifts. Grandpa wanted to know if he had one. He know the big one on the ground belonged to him. He took off his hat so he could see his gift.

When they got to the train station, they all said goodby. Grandma was sad she was leaving. Before she left she gave us our gifts. Everyone was happy.

Eugene Drake, 4th grader
Clark Elementary School
Cleveland, Ohio

Grandma Visits the Little Ones

illustrated by

Eugene Drake

Fourth Grade Student
Clark Elementary School
Cleveland, Ohio

BEST COPY AVAILABLE

MR. BO

MR. BO LIVES RIGHT NEXT DOOR

HE IS VERY OLD, AND HE WALKS WITH THE HELP OF A TINY POLE.

SOME SAY HE HAS VERY LITTLE FOOD TO EAT AND MOST OF THE TIME

HIS HOUSE HAS VERY LITTLE HEAT.

EVERYTIME I SEE HIM HE SAYS HELLO

HE IS A HAPPY AND A JOLLY LITTLE FELLOW

SOMETIMES HE SEEMS SO BLUE

MAYBE IT IS BECAUSE HE HAS NOTHING TO DO

MR. BO I AM GLAD YOU LIVE NEXT DOOR.

RANDY SMITH
Fourth Grade Student
Clark Elementary School
Cleveland, Ohio

BEST COPY AVAILABLE

ILLUSTRATED BY
EUGENE DRAKE, Fourth Grade Student
Clark Elementary School
Cleveland, Ohio

A POOL IN MY SCHOOL

TEACHERS SAY HE IS LAZY, BUT I SAY HE IS CRAZY

HE WEARS RED AND BROWN TENNIS SHOES, AND NEVER FOLLOWS

THE SCHOOL RULES.

HE'S ALWAYS SAYS HE IS RIGHT,

BUT HE IS ALWAYS IN A FIGHT

HE WILL TELL A LIE BEFORE YOU CAN BAT AN EYE

HE WALKS AROUND AND ACTS SO COOL

BUT HE IS STILL JUST THE SCHOOL FOOL.

Randy Smith
Fourth Grade Student
Clark Elementary School
Cleveland, Ohio

ILLUSTRATED BY
EUGENE DRAKE, Fourth Grade Student
Clark Elementary
Cleveland, Ohio

MY WORLD

Can't sleep at night
Because you are afraid of the rats and roaches
Can't sleep at night
Because your neighbors are cursing, fighting or fussing
Can't sleep at night
Because the sound from an ambulance or police car up
and down the street.
Can't sleep at night
Because the sound of bang, bang, from guns echo
in the still in the still of the night
Can't sleep at night
Because I have no bed to lay my head.

Randy Smith
Fourth Grade Student
Clark Elementary School
Cleveland, Ohio

ILLUSTRATED BY
EUGENE DRAKE

Fourth Grade Student
Clark Elementary School
Cleveland, Ohio

NAME POEM

BY

Joseph

J - Just finished breakfast

O - Off to school I go

S - Stopped at a friend's house

E - Early, because he is slow

P - Putting on his shoes and sitting on the couch

H - He buttoned up his jacket to go out in the snow

W - Without a single doubt.

Joseph, 5th Grader
Clark Elementary
Cleveland, Ohio

CONSULT-I (R) READING OHIO PROJECT

PROGRAM ASSESSMENT

Please answer each question as completely as possible. Attach additional sheets of paper as necessary.

1. If you were to participate in the CONSULT-I (R) Reading project again, when would you suggest having the first workshop?

_____ early August _____ late August _____ mid September

2. Identify any suggestions you have for changes in the first workshop.

3. Identify any suggestions you have for changes in the taxonomy questions.

4. Did the CONSULT-I (R) Reading Project make you more aware of your learners' needs and interests? Please explain.

5. Were the CONSULT-I (R) Reading recommendations appropriate for your learners? ___ Yes ___ No ___ Somewhat
Please explain.

6. Did the CONSULT-I (R) Reading recommendations assist you in **focussing** instruction for your learners? ___ Yes ___ No
___ Somewhat. Please explain.

7a. Did you **implement** the CONSULT-I (R) recommendations
___Daily ___2/3 times a week ___Weekly ___Bi-weekly ___ monthly?

b. How much time on the average did you spend with learners and in preparation each week for CONSULT-I (R) Reading?

8. What have you done differently this year as a result of the CONSULT-I (R) Reading Project?

9. Was it ___easy ___somewhat difficult ___difficult to implement the strategy recommendations in your classroom? Please give actual examples.

	Agree				Disagree
10. The recommendations are practical for classroom use.	1	2	3	4	5
11. The support of the Reading Practicum Center staff was helpful.	1	2	3	4	5
12. The site visits/inservices were helpful.	1	2	3	4	5
13. The strategy booklet was useful.	1	2	3	4	5
14. The strategy explanations were easy to understand.	1	2	3	4	5
15. The strategy examples were easy to implement.	1	2	3	4	5

16. The best part of the CONSULT-I (R) Reading Project is

17. The weakest part of the CONSULT-I (R) Reading Project is

18. I would make the following changes in the CONSULT-I (R) Reading Project:

19. From my experience with the CONSULT-I (R) Reading Project, I learned the following:

20. Listed below are the goals you wrote at the workshop in September for your participation in the CONSULT-I (R) project. Please explain how well each goal was met this year. Give examples when appropriate.

*Learn different ways to teach reading.

*Learn ways to raise self-esteem.

*Learn ways to increase level of reading.

*Learn new techniques for teaching reading to "at risk" or "crack" learners.

*Learn new instructional tactics.

Learner_____
Age_____

CONSULT-I (R) READING OHIO PROJECT
LEARNER ASSESSMENT QUESTIONNAIRE
May 1992

Report card grades 1991 - 1992

Reading_____

Writing_____

Spelling_____

Reading level

September_____ May_____

Other special programs_____

_____

Most effective strategy for this learner was

___ Comp ___ FL ___ Games ___ Int ___ LE ___ Mot ___ SC ___ SS

Describe._____

_____

_____

_____

Results of this strategy were_____

_____

_____

Has this learner performed differently as the result of your use of CONSULT-I (R) Reading recommendations? Explain. _____

_____

_____

_____

Success rating as reflected in Affect, Attitude, Success Matrix.
_____ High _____ Medium _____ Low
(See attached page for success rating discriminators.)

CONSULT-I (R) READING OHIO PROJECT

STANDARDIZED TEST SCORES

End of Year 1991 - 1992

Learner #	Vocabulary	Comprehension	Total	Word Recognition

School_____

Teacher_____

Grade_____

Learner 3101

CONSULT-I (R) READING OHIO PROJECT

AFFECT, ATTITUDE, SUCCESS MATRIX

	Affect	Attitude	Success
Beginning of year	Often Seems bitter and resentful at being ask to do something by the teacher or classmates. He is very moody and a loner. He is very interested in writing poems.	Most of the time negative	He has started to share his poems with some of the other children.
Middle of year	is more. Co-operative, and he is willing to share his poems with the class. He enjoys reading his poems to the class	attitude is improving some. He is not showing much of a negative attitude towards learning and school.	+ is still writing poems His self. esteem is improving
End of year	is still moody at times. He is still writing poems	attitude is still improving.	e is writing more. share his Poems with other children.

111

Learner 3502

CONSULT-I (R) READING OHIO PROJECT

AFFECT, ATTITUDE, SUCCESS MATRIX

	Affect	Attitude	Success
Beginning of year	Strong-willed, moody. Likes to do what he wants to do.	Generally negative towards school work. No motivation.	Always drawing. During regular art time wanted to draw what he wanted, not what the art teacher wanted.
Middle of year	self-esteem has greatly improved. He likes playing scrabble. He is highly motivated now to make a book.	positive self-esteem makes him more confident in reading. He's creating a real book!	is sharing his book with me. It's a challenge to him to complete the first book in the room. The art work is excellent!
End of year	is very, very happy. His moods have changed due to the fact that he is more cooperative and has high self-esteem for himself.	has a very positive attitude now. He has taken more of an interest in his work. He knows now he can be successful. He wants to do another book.	loves to write letters to me. He will read orally with the class and take an active part in class discussions. His comprehension has improved, along with his spelling grades.

BEST COPY AVAILABLE